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ABSTRACT

This integrated state curriculum guide was developed by North Carolina fourth grade teachers, principals, and supervisors during a workshop which explored methods of integrating curriculum objectives from multiple instructional areas by using the community as both a resource and a subject of study and by introducing the concept of webbing, an open-ended planning process designed to emphasize relationships between ideas and subjects. A sample unit, "Melon Mania," illustrates how focusing on watermelons can be used to teach art, science, social studies, language, media skills, mathematics, healthful living, and communication skills. Seven units provide integrated curriculum suggestions for teaching about a community's animals, arts and recreation opportunities, government, transportation, geography, agriculture, and business and industry. Most of the units contain: (1) a goals and objectives web; (2) an activities web; (3) suggested integrated activities; and (4) selected resource materials. Appendices include information about: (1) integrating nutrition education in the fourth grade; (2) a fourth grade integrated learning center; (3) the I-search paper concept; (4) how to conduct an interview; (5) the field trip experience; (6) simulation games; and (7) debate participation regulations. Charts and diagrams are included. (JHP)

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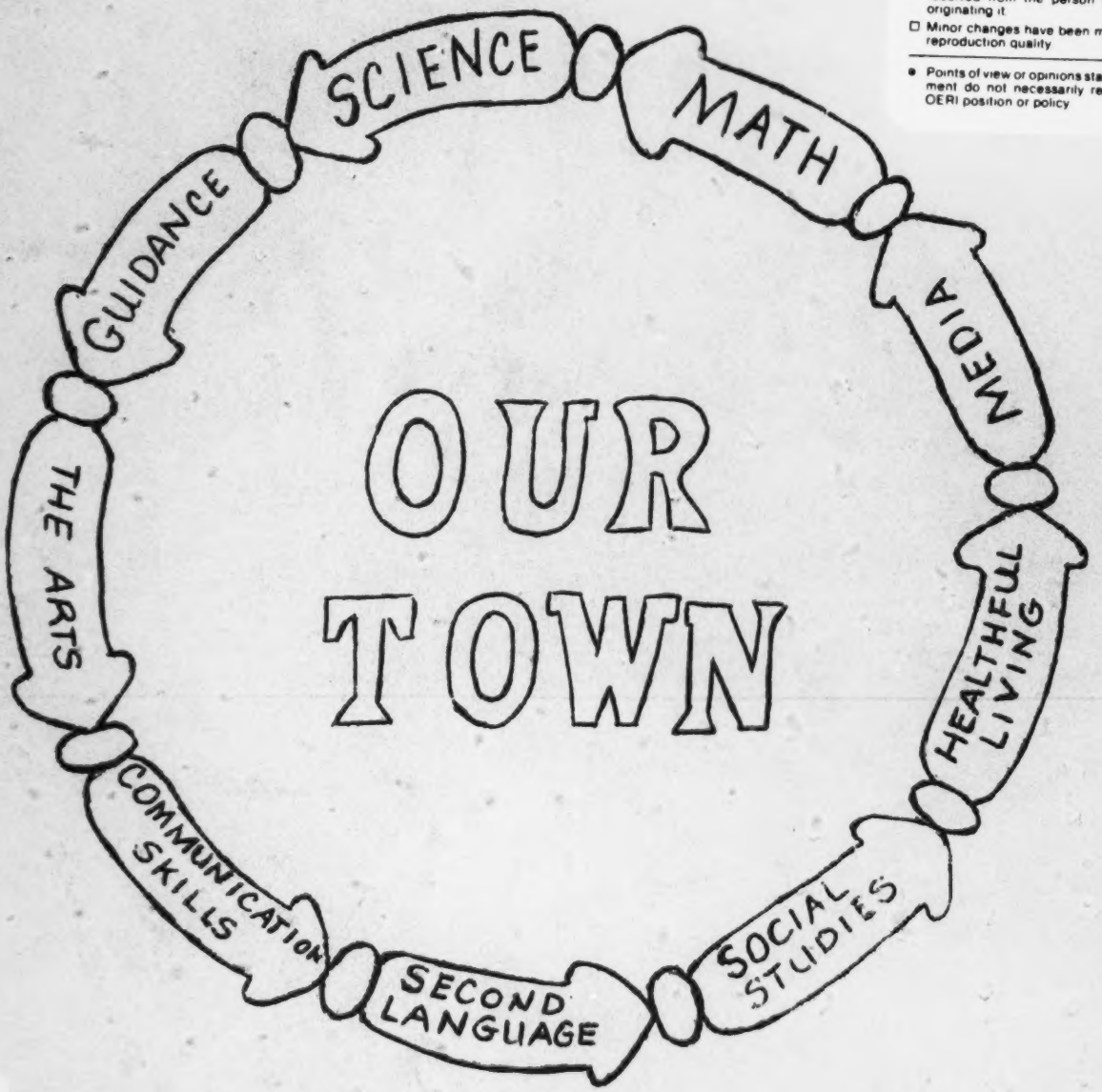

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INTEGRATED STUDIES: A RESOURCE

Northeast Regional Education Center

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FOREWORD

The materials in this resource manual were prepared by fourth grade teachers, principals and supervisors during a workshop held August 3-7, 1987 at Martin Community College in Williamston, North Carolina. Under the leadership of the staff of the Northeast Regional Education Center, the Our Town workshop explored ways to integrate curriculum objectives from all instructional areas by using the community as a resource and a subject of study.

We spent our week together reflecting on ways subjects and activities could be fit together to provide for the development of essential skills and the mastery of integrated knowledge. The "webs" that accompany the integrated learning activities illustrate those reflections. We hope you will find the activities useful and the manual will serve as a stimulus for your thinking. Create webs of your own, investigate topics that interest you and your students and enjoy your town.

INTRODUCTION

In an effort to demonstrate the advantages and effectiveness of integrated learning, the staff of the Northeast Regional Education Center developed a week-long workshop for fourth grade teachers. Realizing that experience is the basis for learning, we wanted all of the workshop participants to have the concrete experience of learning through an integrated curriculum. This book is a direct outgrowth of the week-long workshop.

As you use this book, please notice the subject areas covered as well as the absence of grade levels. These strategies are applicable across all grade levels though the content may be different. Good teaching strategies are used by all teachers, K-12, as all students need the skills of observing, collecting and recording, gathering information, evaluating data and information, using information and data, talking, listening, speaking, writing, and presenting information.

Integrated learning is not a new concept and already exists in many classrooms, but the Basic Education Program is placing renewed focus on instructional planning and implementation. Learning is a natural, integrated process as all subjects and skills are interrelated. For example, the skill areas of writing, thinking, and reading relate to every program of study. Skill areas are simply a part of the entire curriculum as students do not apply skills learned in isolation. The time and pressure of the 5½-hour school day will require integrated learning as it is difficult to teach all subjects and skills in isolation.

There are many techniques for integrating the curriculum, but the technique focused on during the workshop was "webbing"--an open-ended planning process which allows you to see relationships between ideas and subjects. There are many forms of webbing--or brainstorming techniques--which help integrate new information into what is already known. There are many examples of webbing in this book.

Integrating the curriculum requires teachers and school administrators communicating, coordinating, and collaborating to provide a unified view. All knowledge is interrelated and in the "real" world we use all "subjects" to perform our daily activities. Integrated learning is truly learning the natural way.

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TABLE OF CONTENTS

Foreword ii

Introduction..... iii

Contributors..... iv

Melon Mania: Sample Activities..... 1

Part I — Animals In Our Town..... 9
Goals and Objectives Web..... 10
Activities Web..... 11
Goals and Objectives for One Activity Web..... 12
Integrated Learning Activities..... 13
Resources..... 24

Part II — Arts and Recreation In Our Town..... 26
Goals and Objectives Web..... 27
Activities Web..... 28
Integrated Learning Activities..... 29
Resources..... 37

Part III — Government In Our Town..... 38
Goals and Objectives Web..... 39
Activities Web..... 40
Integrated Learning Activities..... 41
Resources..... 52

Part IV — Transportation In Our Town..... 53
Goals and Objectives Web..... 55
Activities Web..... 56
Integrated Learning Activities..... 57
Resources..... 65

Part V — Geography In Our Town..... 66
Goals and Objectives Web..... 67
Activities Web..... 68
Integrated Learning Activities..... 69

Part VI — Agriculture In Our Town..... 73
Goals and Objectives Web..... 74
Activities Web..... 75
Integrated Learning Activities..... 76
Resources..... 86

Part VII — Business and Industry In Our Town..... 87
Goals and Objectives Web..... 88
Activities Web..... 89
Integrated Learning Activities..... 91
Resources..... 95

TABLE OF CONTENTS

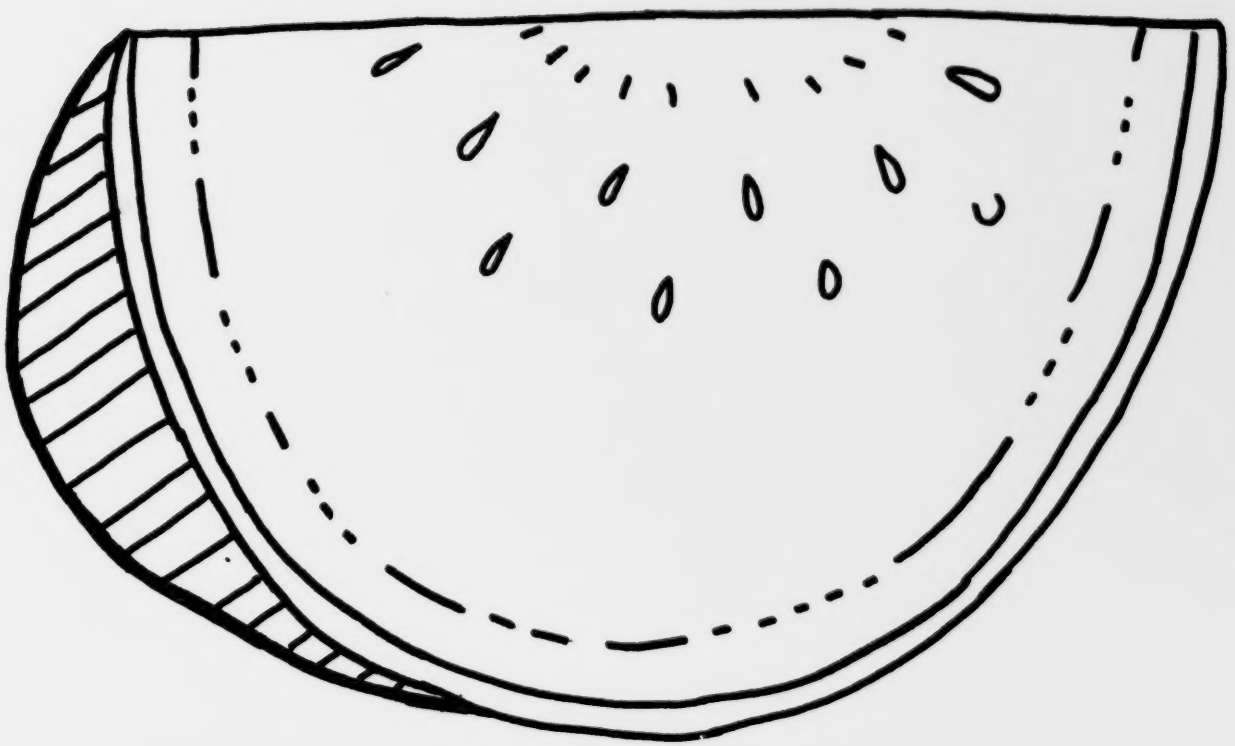
Appendix:..... 96

A. Integrating Nutrition Education in the Fourth Grade Curriculum..... 97
B. Ideas for an Integrated Learning Center for Fourth Grade..... 98
C. The I-Search Paper.....103
D. Conducting an Interview.....105
E. The Field Experience.....106
F. Simulation Games.....109
G. Debate Participation Regulations.....111

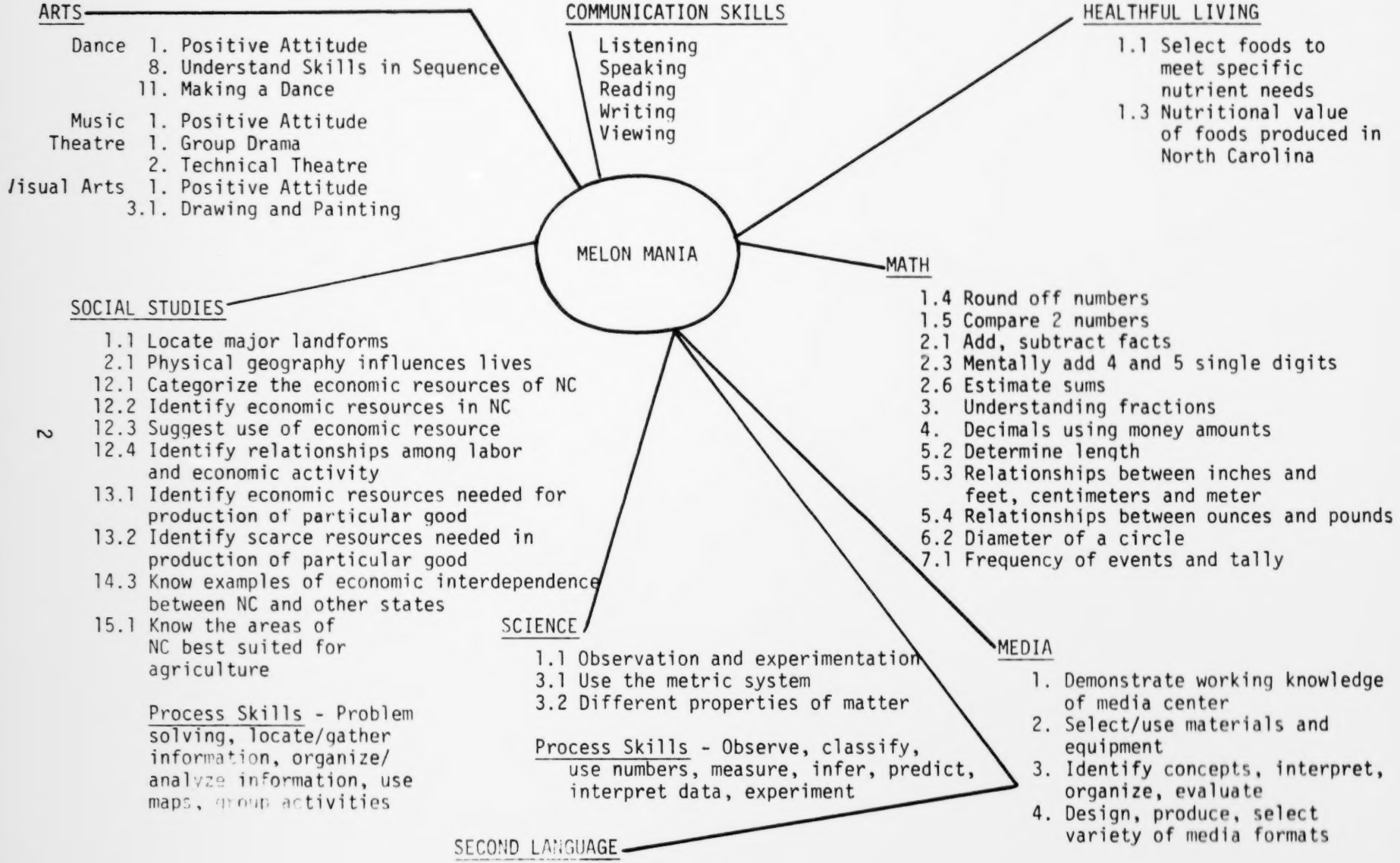
MELON MANIA

Sample Activities

Barbara Hardison
Math Coordinator



GOALS AND OBJECTIVES


ARTS
Dance 1. Positive Attitude
8. Understand Skills in Sequence
11. Making a Dance
Music 1. Positive Attitude
Theatre 1. Group Drama
2. Technical Theatre
Visual Arts 1. Positive Attitude
3.1. Drawing and Painting
COMMUNICATION SKILLS
Listening
Speaking
Reading
Writing
Viewing
HEALTHFUL LIVING
1.1 Select foods to meet specific nutrient needs
1.3 Nutritional value of foods produced in North Carolina
MELON MANIA
SOCIAL STUDIES
1.1 Locate major landforms
2.1 Physical geography influences lives
12.1 Categorize the economic resources of NC
12.2 Identify economic resources in NC
12.3 Suggest use of economic resource
12.4 Identify relationships among labor and economic activity
13.1 Identify economic resources needed for production of particular good
13.2 Identify scarce resources needed in production of particular good
14.3 Know examples of economic interdependence between NC and other states
15.1 Know the areas of NC best suited for agriculture
Process Skills - Problem solving, locate/gather information, organize/ analyze information, use maps, group activities
MATH
1.4 Round off numbers
1.5 Compare 2 numbers
2.1 Add, subtract facts
2.3 Mentally add 4 and 5 single digits
2.6 Estimate sums
3. Understanding fractions
4. Decimals using money amounts
5.2 Determine length
5.3 Relationships between inches and feet, centimeters and meter
5.4 Relationships between ounces and pounds
6.2 Diameter of a circle
7.1 Frequency of events and tally
SCIENCE
1.1 Observation and experimentation
3.1 Use the metric system
3.2 Different properties of matter
Process Skills - Observe, classify, use numbers, measure, infer, predict, interpret data, experiment
MEDIA
1. Demonstrate working knowledge of media center
2. Select/use materials and equipment
3. Identify concepts, interpret, organize, evaluate
4. Design, produce, select variety of media formats
SECOND LANGUAGE
3.3 Hear concrete words
3.5 Pronounce words

Melon Mania

1. How much does the melon weigh? Estimate. Record your estimate _____.
   Weigh the melon to determine the weight. Record _____. Find the difference in your estimate and the actual weight _____.

2. Estimate the circumference of the melon and cut a string that is the same length. Was your string too long, too short, or about right? Make a graph of your findings.

3. By looking at the watermelon, can you tell which side was on the ground? If so, how?

4. From looking only at the stem, can you tell which side of the watermelon was on the ground?

5. How can you share the melon equally? Write a paragraph <u>or</u> draw a diagram to show how you will cut the melon. Cut the melon as planned. Weigh each portion to see if you are correct. Record your results.

6. Seed observations.
   (i) Are the seeds scattered around inside the watermelon or are they arranged in certain groups and patterns?
   (ii) Do bigger watermelons have more seeds than smaller watermelons?
   (iii) If we call the stem end of the watermelon "up", do the pointed ends of the seeds point up, down, sideways, or in different directions?

(iv) Do bigger watermelons have bigger seeds?

(v) In one watermelon are the seeds all the same size?

7. Estimate how many seeds in the melon. Record your estimate _____. Count to determine how many seeds are in your melon.

8. Can a seed fly? Each member will test his skill spitting a seed. Spit the seed, measure the distance and record.

9. Where are watermelon rinds the thinnest? _____ the thickest? _____

10. Make a floating vessel from your rind. Teams will compete to see which vessel floats best. Before the actual test, groups will predict which vessel will float best. You will be asked to provide a reason for your prediction.

11. Make a graph to survey the class for the

(i) Do you prefer watermelon with or without salt?

(ii) Do you prefer watermelon icy cold or at room temperature?

(iii) Which melon do you like best?
honeydew/ cantaloupe/ watermelon

(iv) Which translation of watermelon do you prefer?
sandía / wassermelone / melon d'eau
Spanish / German / French

EXTENSIONS

1. Indian tribes grew watermelon along the Colorado River during the late 1700's. Do a short dance depicting this situation or sketch a picture to illustrate this event.

2. Simulate running a produce stand with watermelons. Decide what price you would need to charge for your watermelon to realize a profit.

3. Distinguish the difference in noise in thumping a ripe watermelon and an unripe one. Discuss possible causes in the difference tone.

4. Do different varieties of watermelons have different number of seeds? Conduct an experiment to gather information.

5. Draw a poster illustrating the different jobs in a watermelon production.

6. Watermelons belong to the family Cucurbitaceae. Discuss its similarities to other members of this family-- cucumbers, cantaloupe, summer squash.

7. Suppose the growing of tobacco was banned in North Carolina. Discuss the resulting changes which might occur if all the farmers chose to replace tobacco with watermelon production.

NORTH CAROLINA'S GREAT WATERMELON COUNTIES

Chowan	Johnston
Gates	Sampson
Hoke	Scotland
Richmond	Wake

1. Locate these counties on a North Carolina map.

2. Redo the list ordering the "watermelon counties" from north to south.

3. Look at the size of the "watermelon counties." Which are the three largest? Which is the smallest one?

4. Which "watermelon counties" are located in the Coastal Plains?

5. Using the state highway map find the most direct route from Chowan County to Sampson County.

ORAL INTERVIEW QUESTIONS FOR WATERMELON GROWERS

1. Why do you grow watermelons?
2. How many watermelons do you grow?
3. How did you learn to grow watermelons?
4. Have you had any problems with your watermelon crop?
5. How do you decide what to charge for your watermelon when you sell them?
6. Where do you sell your watermelon?
7. If you didn't grow watermelons, how would you use your land?
8. What is the most important thing to do to have a successful watermelon crop?
9. Will you grow watermelon again next year?

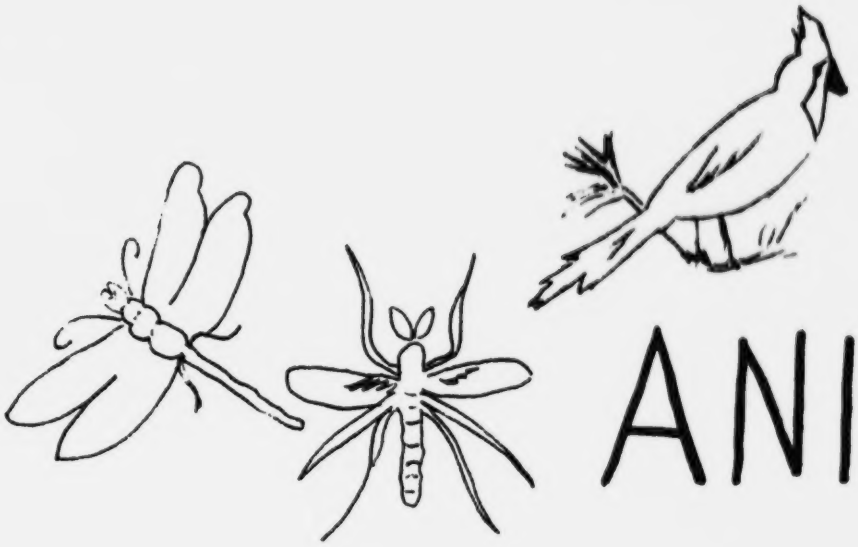
IT TAKES A LOT TO GROW A WATERMELON

land
fertilizer
rainfall
sunshine
warm weather
truck drivers
plows
pickers
tractors
seeds
insecticides
sales people
wagons
trucks
tractor drivers
money
farmer

1. Who is the entrepreneur?

2. Which of these are land resources?

3. Which of these are capital resources?



ANIMALS

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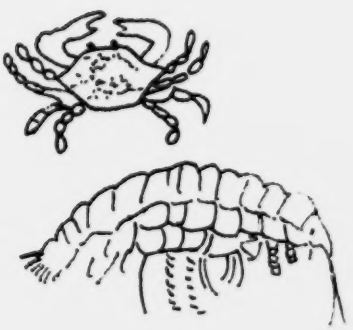
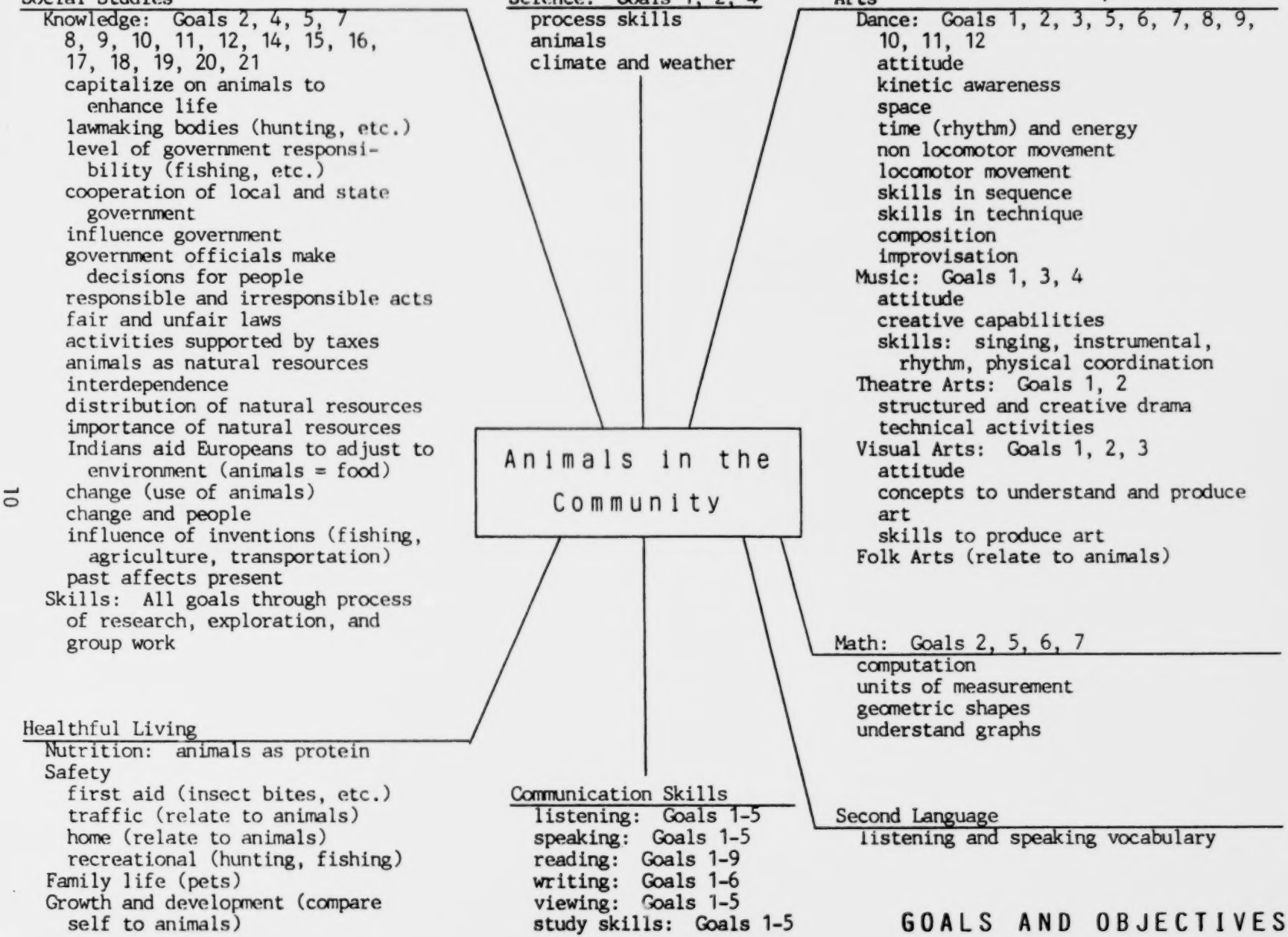
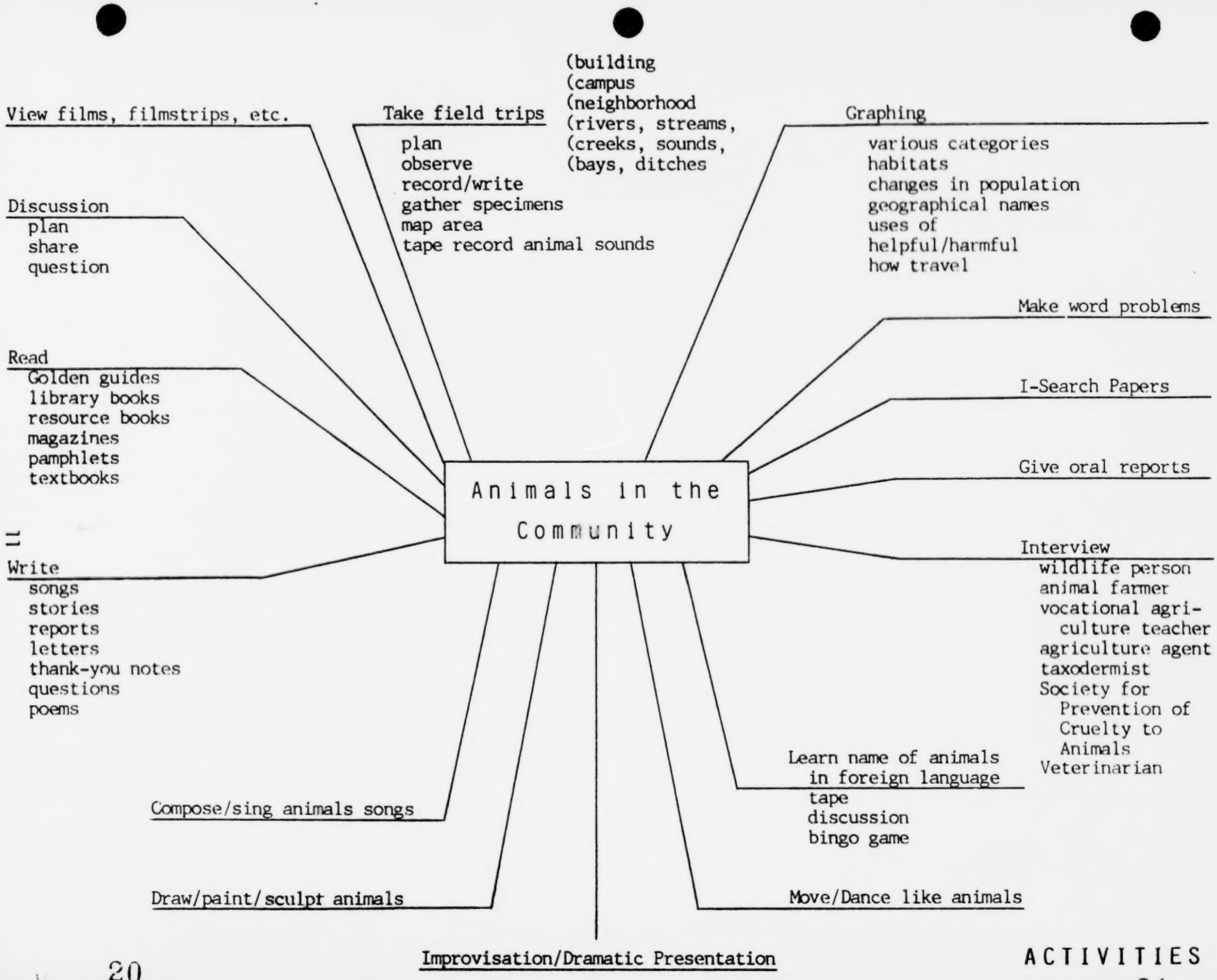
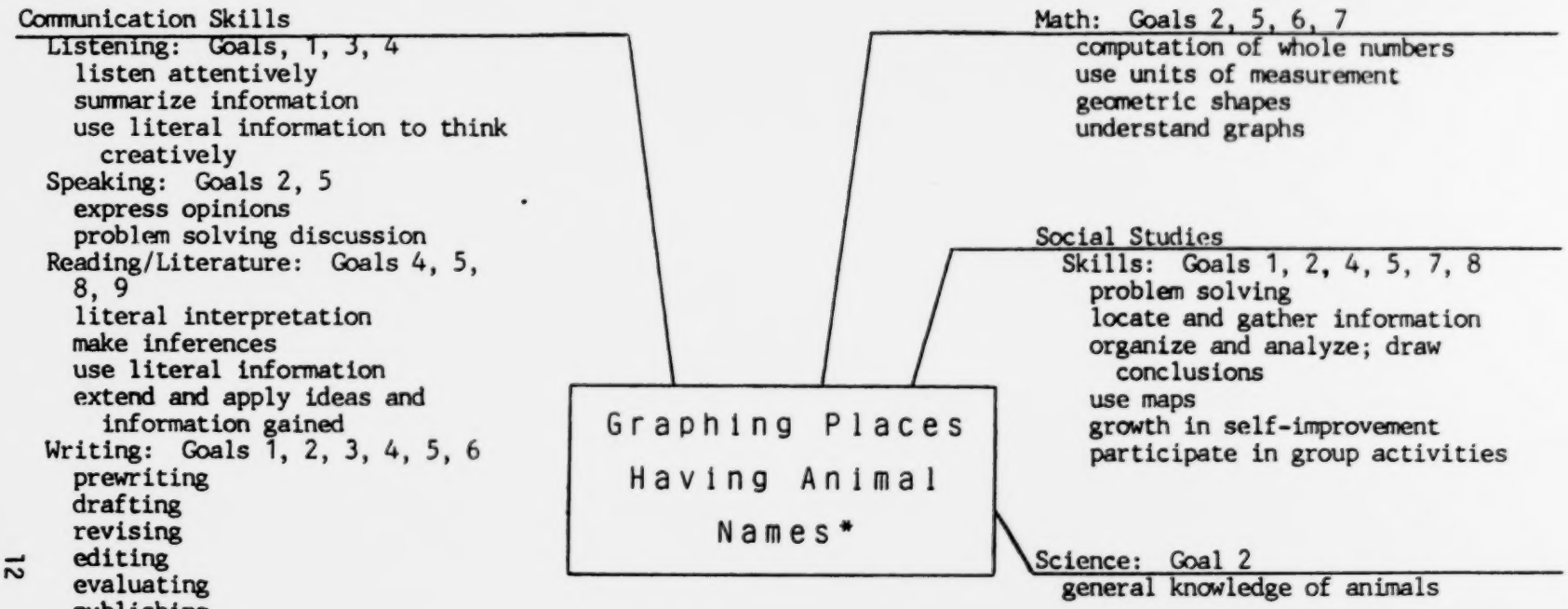



Social Studies
Knowledge: Goals 2, 4, 5, 7 8, 9, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21
capitalize on animals to enhance life
lawmaking bodies (hunting, etc.)
level of government responsibility (fishing, etc.)
cooperation of local and state government
influence government
government officials make decisions for people
responsible and irresponsible acts
fair and unfair laws
activities supported by taxes
animals as natural resources
interdependence
distribution of natural resources
importance of natural resources
Indians aid Europeans to adjust to environment (animals = food)
change (use of animals)
change and people
influence of inventions (fishing, agriculture, transportation)
past affects present
Skills: All goals through process of research, exploration, and group work
Science: Goals 1, 2, 4
process skills
animals
climate and weather
Arts
Dance: Goals 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12
attitude
kinetic awareness
space
time (rhythm) and energy
non locomotor movement
locomotor movement
skills in sequence
skills in technique
composition
improvisation
Music: Goals 1, 3, 4
attitude
creative capabilities
skills: singing, instrumental, rhythm, physical coordination
Theatre Arts: Goals 1, 2
structured and creative drama
technical activities
Visual Arts: Goals 1, 2, 3
attitude
concepts to understand and produce art
skills to produce art
Folk Arts (relate to animals)
Animals in the Community
Math: Goals 2, 5, 6, 7
computation
units of measurement
geometric shapes
understand graphs
Second Language
listening and speaking vocabulary
Healthful Living
Nutrition: animals as protein
Safety
first aid (insect bites, etc.)
traffic (relate to animals)
home (relate to animals)
recreational (hunting, fishing)
Family life (pets)
Growth and development (compare self to animals)
Communication Skills
listening: Goals 1-5
speaking: Goals 1-5
reading: Goals 1-9
writing: Goals 1-6
viewing: Goals 1-5
study skills: Goals 1-5


Animals in the Community
View films, filmstrips, etc.
Take field trips
(building
(campus
(neighborhood
(rivers, streams,
(creeks, sounds,
(bays, ditches
plan
observe
record/write
gather specimens
map area
tape record animal sounds
Graphing
various categories
habitats
changes in population
geographical names
uses of
helpful/harmful
how travel
Discussion
plan
share
question
Make word problems
I-Search Papers
Read
Golden guides
library books
resource books
magazines
pamphlets
textbooks
Give oral reports
Interview
wildlife person
animal farmer
vocational agri-culture teacher
agriculture agent
taxodermist
Society for Prevention of Cruelty to Animals
Veterinarian
Write
songs
stories
reports
letters
thank-you notes
questions
poems
Learn name of animals in foreign language
tape
discussion
bingo game
Compose/sing animals songs
Draw/paint/sculpt animals
Move/Dance like animals
Improvisation/Dramatic Presentation



*Group can record street/road/river signs, get information from maps, pamphlets, etc., and interview individuals.

GOALS AND OBJECTIVIES FOR ONE ACTIVITY

Integrated Learning Activity

Topic: Animals

What: Discovering, observing, recording, analyzing information about animal habitats. Over a period of several days students will do a number of tasks to gain and use information about local animals and their habitats.

Why:
Science Goals 1, 2, 3 -- way of finding out, animals, weather/climate
Social Studies
Knowledge Goals 9, 12, 16, 18, 19 -- responsibility, natural resources, change
Skills -- Goals 1, 2, 3, 4, 6, 7, 8
Math -- Goals 2, 4, 5, 6, 7 computation, measurement, geometry, graphing
Art -- Goals 1, 2, 3
Communication Skills -- Listening Goals 1-5
Speaking Goals 1-6
Reading Goals 1, 2, 3, 4, 5, 7, 8, 9
Writing Goals 1-6
Viewing Goals 1, 2, 3, 5
Study Skills -- Goal 4

How: Prepare students for outside activity by presenting the following ideas for discussion:

1. "What animals would you expect (predict) to find evidence of in this area?"
2. "What evidences might we find that animals have been here?"
3. "As you look around you, what places can you see that might have different evidences of animals?"
4. "What effect do you think we'll have on the animals and their habitats as we explore? What do we need to do to keep from disturbing/harming the environment?"

Then give the students the following assignments over a period of days. A prepared worksheet for each assignment would be appropriate.

Assignment A.

Identify three habitat types and record the following information on your worksheet:

1. Characteristics of the habitat type (vegetation, soils, moisture relationships, temperature, man's influence, etc.)
2. Evidence (signs) of animals (sightings, sounds, smells, tracks, droppings, nests, burrows, partially eaten foods, etc.)
3. Numbers of animal evidences of different species or within a species.

Follow-up questions for discussion--

1. "What did you find?"
2. "How did you describe the habitat types?"
3. "What animal evidences did you find?"
4. "Which animal evidences did you find together?" "Why?"
5. "From what we've found, which of the habitats seems to have the most evidence of animals?"
6. "Which has the most variety of animals?" (Or of different animal species?)
7. "What can we say from our investigations about animals and their environment?"

Assignment B.

Working with another person, take an animal card and evaluate this area as a pair of the animals would. (Each pair will choose a 3x5 index card with a different animal found in the area written on it.) On your worksheet, name your animal and answer the questions as your animal would.

1. How would you rate the area for your following needs:
   a. General habitat
   b. Winter and summer food supply
   c. Evidence of your predators
   d. Other factors --
2. What evidence can you find that others of your kind live here?
   How will they feel about you two moving in?
3. Which of the habitat type will you choose?
4. What evidence can you find that man has changed this area?
5. How do you animals feel about the changes that man has made here?
6. Why are you animals important in this environment?

Following the outside activity, have a class sharing time about their findings.

1. From our investigations and discussions today, what have we found out about animals and their environment?
2. Why are animals important anyway?

Assignment C.

Working alone and using the information that you have learned about animals, their habitats, and their adaptations, create a model animal (drawing or sculpture) that you feel would be perfectly adapted to one habitat in this area. Give your animal a name that seems to sum up its characteristics and write a description of your new animal considering the following observations:

1. Adaptations for food gathering.
2. Adaptations for defense, protection.
3. Adaptations for seasonal changes.

4. Major foods required (kind and amount).
5. Amount of habitat required for needs.
6. Value of animal to environment.

Display art works and revised writings.

Assignment D.

Describe in writing three influences that you observed that have changed the habitats in this area and the cause and effect relationships that occurred. Consider the following aspects:

1. Evidence of change, influence that made it.
2. What the area probably looked like before the change occurred and the animals that lived here then.
3. What the area looks like now and the animals that live here.
4. How the change affected the habitat and animals species that did and do live here.

Share and discuss writings.

Assignment E.

Make a graph showing at least three habitats and the kinds or numbers of animals observed in each. Write a paragraph to explain and then summarize your findings.

Display graphs with revised paragraphs.

Materials: Pencil and paper. Prepared worksheets. Drawing paper, crayons, paints, clay. Measuring instruments. Clipboards or something similar.

OBSERVING EARTHWORMS IN THEIR HABITAT

NEEDED:

1. old aquarium
2. soil
3. sand
4. dead leaves
5. corn meal
6. paper cup
7. black construction paper
8. paper clips
9. 5 to 8 earthworms
10. coffee can
11. shovel
12. water

PROCEDURE:

1. Combine sand and soil. Put a 5 centimeter layer of this mixture in an aquarium.
2. Cover soil with layer of leaves.
3. Fill aquarium with soil mixture and end with a layer of dead leaves.
4. Put black paper around the outside of the aquarium. Hold it on with paper clips.
5. Dig up at least 5 earthworms. Keep them in a can half full of soil.
6. Carefully place the earthworms in the aquarium. Keep the worm-home in a cool, dark place.
7. Sprinkle a little water and some corn meal for food over the top layer.
8. Observe the earthworms daily.
    a. What changes did you observe in the worm-home? (one day? after one week?)
    b. Were any behaviors instinctive behaviors?

On your own:

Try to train your earthworms to do something!
Be gentle and share results.

ANIMAL CHARACTERISTICS

Let's do some animal watching. Choose an animal to observe. Use the checklist below and record as many observations as you can. Describe and compare your observations with other students.

ANIMAL WATCHING CHECKLIST

1. What is the name of your animal? _____

2. Where was the animal? Circle the answer(s).

   ground tree shrub water air

   field marsh suburb city other? _____

3. What activities was the animal doing?

   walking running hopping flying

   swimming sitting feeding sleeping

   other? _____

4. How did the animal communicate with others?

   singing calling chirping talking

   touching smelling other? _____

5. Describe the general appearance of your animal.

   color

   body shape (head, feet, limbs)

   skin covering

   size

   Draw your animal.

6. What does your animal eat? _____

7. What behaviors did you observe the animal doing? Describe special behavior you observed.

   Protection

   Care of young

   Warning

   Other?

Integrated Learning Activity

Topic: Animals

What: Collecting specimens. Students will look for, collect, and identify small creatures.

Why:

Science: Goal 1 -- find out through observation and experimentation
Goal 2 -- general knowledge of animals (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

Communication Skills:
Listening: Goals 1-5
Speaking: Goals 1-6
Reading: Goals 1-9
Writing: Goals 1-6
Viewing: Goals 1-5
Study Skills: Goals 1-5

Math: Goals 4 & 5 Measurement & Geometry

Social Studies:
Knowledge: Goal 9 -- act responsibly (use of environment)
Goal 16 -- importance of natural resources
Skills: Goals 1, 2, 3, 4, 7, 8

Visual Arts: Goal 1 -- positive attitude about self, others
Goal 2 -- concepts to produce art
Goal 3 -- skills to produce art

How: After discussion of how and where to find small creatures, students are broken up into pairs for outdoor exploration and collection. Each pair selects a means of capturing and putting specimens in a container (some will make butterfly nets). They are reminded to use their eyes, ears and hands, as well as nets, strainers, trowels, spoons, etc., to work carefully and leave the habitat as undisturbed as possible (replace stones, logs, etc.); to have containers with their name, date and where specimen was collected. Students then look for small creatures under bark, stones and logs, around stumps; on bushes, grasses, leaves; in leaf litter, ponds, ditches, mud, soil, and in the air; on the ground surface. After collecting and labeling, students return to the classroom and use resource material such as Golden Guides to make identification and glean information about their specimens. They list such characteristics as physical features, home, food, movement, life cycle, useful/harmful, etc. Students display the animals and orally share their findings. A decision must be made then as to whether to return the animals to their natural habitat or to simulate the natural surroundings, etc., in the classroom in order to do further observations and study. The partners write a paper (using experiments, observations, and research) and draw pictures of their creatures to be compiled into a class booklet, Small Creatures Around Us.

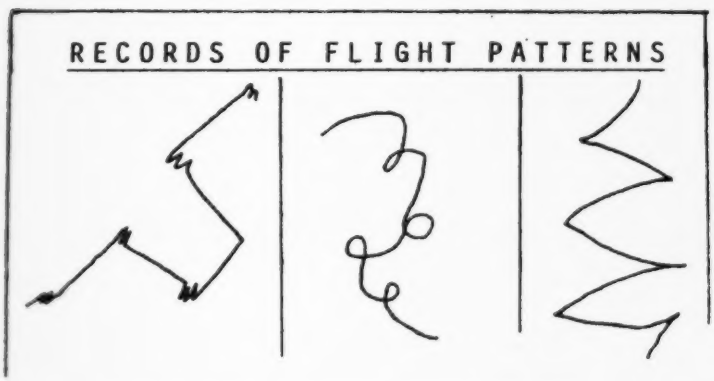
Materials Needed:

Butterfly net (net or cheesecloth, clothes hanger, broom handle or dowel, heavy tape), trowels, spoons, plastic containers, jars, rubber bands, paper, pencils, tape, kitchen strainer with handle, crayons, materials for bookmaking, magnifying glasses, microscope

Comments: An extension of the activity would be to look in foreign language dictionaries to find the name of specimens in Spanish, French, etc.

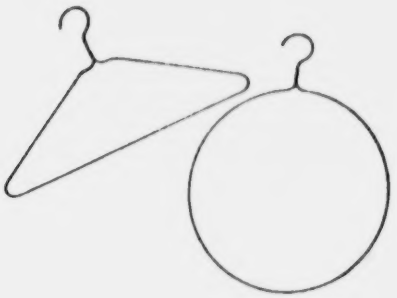
Also, another interesting activity to do would be to have students study small flying creatures:

1) look at shapes, colors, sizes and positions of wings
2) observe and sketch flight patterns

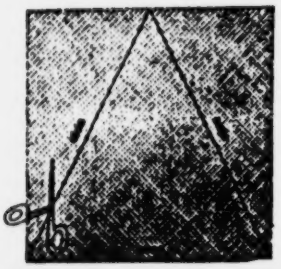


Whose flight patterns are these?

HOW TO MAKE A SWEEP NET



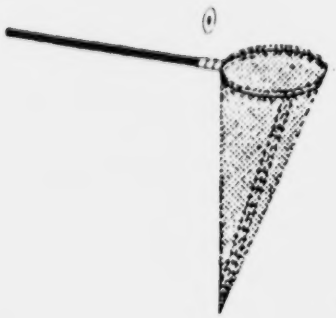
A. Bend a wire coat hanger into a round shape.



B. Get a one-metre length of nylon netting or cheesecloth. Cut the netting into a large triangle as shown. The two sides of the triangle should be equal in length. The base should be long enough to fit around the round part of the coat hanger.

C. Fold the two sides into the shape of a cone, and sew along the overlap.

D. At the open end, fold the edges over the coat hanger, and sew the netting to the coat hanger.



E. Straighten the hooked end of the coat hanger, and tape it securely to the broom handle. Strong tape, such as bookbinding, electrician's, or adhesive tape, is best. When you have finished, your sweep net is ready to use.

Integrated Learning Activity

Topic: Animals

What: Writing cinquains and acrostics. Using knowledge gained about characteristics of animals they have collected and/or observed, identified and researched, individual students will write cinquains and acrostics.

Why: Science: Goal 1 -- general knowledge of animals
Communication Skills: Listening: Goals 1, 2, 3, 4, 5
Speaking: Goals 1, 2, 3, 4, 5, 6
Reading: Goals 1, 2, 3, 4, 5, 7, 8, 9
Writing: Goals 1, 2, 3, 4, 5, 6
Study Skills: Goals 1, 2, 3, 4, 5
Social Studies: Skills: Goals 1, 2, 3, 4, 7, 8

How: The students will already have had experience in writing cinquains and acrostics. However, the teacher will have example formats available. Each student is asked to use his/her observations of and research about his/her animal, as well as vivid vocabulary to write the two poetry forms in order to paint word portraits of the specific animals. Students will share their works with partners for revision purposes. When pieces of writing are finalized, they are displayed on a bulletin board for the class to enjoy.

Materials Needed:
Resource books about animals (i.e., Golden Guides), student notes, sample cinquains and acrostics, pencil and paper, bulletin board, construction paper for backing.

Comments:

Slug
Slimy, slippery
Feeds on vegetable foilage
Like a snail without a shell
Viscoso*

Bright
Unique
Touching
Everywhere
RED ADMIRAL
Fluttery
Larva
Yearning to be free

*(Spanish word for slimy)

Integrated Learning Activity

Topic: Animals

What: Graphing. Students use various processes to obtain information about geographical places in the school area having animal names. The group plans and makes a graph then writes a paragraph to state findings.

Why: Science: Goal 1 -- find out through observation and experimentation
Goal 2 -- general knowledge of animals

Communication Skills:

Listening --
- Goal 1: listen attentively (1.1, 1.2, 1.3, 1.5)
- Goal 3: summarize information (3.8)
- Goal 4: use literal information and implied meaning to think critically (4.2)

Speaking --
- Goal 2: express opinions (2.1)
- Goal 5: problem solving discussions (5.1)

Reading/Literature --
- Goal 4: literal interpretations (4.1)
- Goal 5: make inferences (5.1, 5.2, 5.3)
- Goal 8: use literal information (8.1, 8.4)
- Goal 9: extend and apply ideas and information gained (9.1, 9.2)

Writing --
- Goal 1: prewriting (1.1, 1.2, 1.3, 1.4, 1.5, 1.6)
- Goal 2: first draft (2.1)
- Goal 3: revise rough draft (3.1)
- Goal 4: edit and revise (4.1, 4.2, 4.3, 4.4, 4.5, 4.6)
- Goal 5: evaluation (5.1)
- Goal 6: publish (6.1)

Viewing --
- Goal 1: literal information from visuals (1.1, 1.2, 1.3)
- Goal 2: interpret visual information (2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8)
- Goal 3: use visual information to think critically (3.1, 3.4)
- Goal 5: compose visuals (5.1)

Study Skills --
- Goal 1: use book parts (1.1, 1.2)
- Goal 3: use graphic aids (3.1, 3.3, 3.4, 3.5)
- Goal 4: use environmental sources to locate and interpret information (4.1, 4.2, 4.4)
- Goal 5: use study techniques (5.1, 5.2)

Math --
- Goal 2: computation of whole numbers (2.17, 2.21)
- Goal 5: use units of measurement (5.2, 5.3)
- Goal 6: geometric shapes (6.1)
- Goal 7: understand graphs, etc. (7.1)

Social Studies Skills --

- Goal 1: problem solving (1.1, 1.4, 1.5)
- Goal 2: locate and gather information (2.1, 2.4)
- Goal 4: organize and analyze information and draw conclusions (4.1, 4.2, 4.3)
- Goal 5: growth in self-management (7.1, 7.2, 7.4, 7.5, 7.6, 7.7, 7.8)
- Goal 8: participate in group activities (8.1, 8.2, 8.3)

How: Divide students into groups to look for streets, roads, communities, rivers, ponds, creeks, bays, etc., named for animals. One group could look at printed materials (maps, charts, pamphlets, etc.). Another group could look for street/road, etc., signs. A third group could interview persons to obtain the information. Each community in the school area should have students observing signs and interviewing. Students should record information and resources. All information is compiled for the others to see (chart or chalkboard). Children then work with partners to plan and make graphs (using standard measurement). The partners then write a paragraph to state and explain findings and to write a summarizing statement.

Materials Needed:
Pencil and paper; chart paper and magic markers or chalkboard and chalk; 12" x 18" plain paper for graph; crayons

Comments: The above activity would be used after students have done a graph as a class. Then after they have had the above experience, they could do individual or small group surveys on various topics, make graphs and share their newly obtained information.

BOOKS

A Golden Guide: Birds
Birds of North America
Butterflies
Ecology
Families of Birds
Fishes
Horses
Insects
Insect Pests
Pond Life
Mammals
Reptiles and Amphibians
Spiders
Zoo Animals
Zoology

Science 5/13 (MacDonald Educational, A Unit for Teachers):
Early Experiences
2 Investigations: Part 1
2 Investigations: Part 2
Minibeasts

Birds: Examining Your Environment
Ecology in Your Community: Examining Your Environment
Small Creatures: Examining Your Environment
(Holt, Rinehart & Winston of Canada)

What is a Turtle?
What is a Bird?
(Benefic Press)

Plants and Animals Activity Pack, Grades 3-7
Holt Science, Grade 4
Silverburdett Science, Grade 4
Project WILD
The Study of North Carolina Through Integrated Curriculum (Surry County)
School Television for Science: A Competency-Based Matrix, Grades 4-6
Teacher Handbook (Each Curriculum Area)

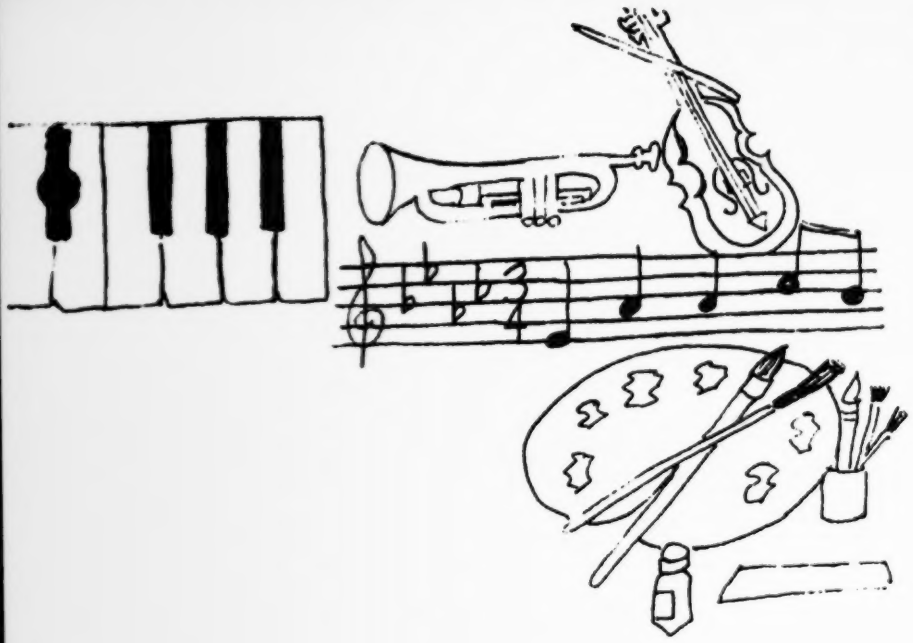
FILMS, FILMSTRIPS & PICTURES (from School Media Center)

"Carolina Notebook" -- a free publication published six times a year.

Write to: "Carolina Notebook"
Division of Conservation Education
N. C. Wildlife Resources Commission
512 North Salisbury Street
Raleigh, NC 27611

COMMUNITY RESOURCE PERSONS

local farmers
vocational agriculture teacher
agriculture extension agent (current/retired)
local historian (part animals have played)
Society for Prevention of Cruelty to Animals
veterinarian
taxodermist
wildlife officer



ARTS

Jeannette Shaw, Team Leader

Mark Stefanik

Nancy Long

Sandra Warren

Cynthia Williams

Mary Hawkins

GOALS AND OBJECTIVES

COMMUNICATION:

Listening
Speaking
Reading
Writing
Viewing
Study Skills

SOCIAL STUDIES:

2.1 Physical Geography
5. Local, state, federal laws
7. Citizen influence
10.1 Fair and unfair laws
11.1 Taxes
12.3 Use of natural resources
16.1 Predict consequence of over consumption
16.2 Alternatives to pollution
17. Multi-ethnic population
17.5 Identify multi-ethnic influences
18. Change overtime
20. Influence of ideas and inventions

LIBRARY/MEDIA:

1. Community resources for recreation
2. Information for creative ideas and commercial products - mobiles, computer games, slides

SCIENCE:

1. Process skills: observation experimentation, scientific discoveries
2.0 Animals
2.4 Adaptive environment
2.5 Harmful and helpful
2.7 Interdependence
3.4 Solutions and mixtures
3.10 Simple machines
4.2 Weather and climate
5.1 Solar system

MATH:

2.6 Estimation
2.20 Word Problems
5. Measurement
6. Geometry
7. Graphs, tables, simple statistics

ARTS:

Dance

1. Positive attitude
3.2, 3.7 Concept of space
10. Concept of composition
11. Developing skills in composition
12. Skills in improvisation

Music

1. Positive attitude
3. Creative capabilities, 3.1, 3.10
4. Skills in music 4.2, 4.3, 4.23, 4.35, 4.37
5. Knowledge of music

Theater Arts

1.5 Develop creative dance skills
2.1 Produce simple scenery

Visual Arts

1. Positive attitude
2.4 Understanding/producing art, 3.3, 3.4, 3.5
4.1 Art appreciation - past and preser
5. Art as a vocation - 5.1, 5.2

Folk Art

All

HEALTHFUL LIVING:

Health Education
Mental Health
Nutrition
Chemical & Substance Abuse

Physical Education

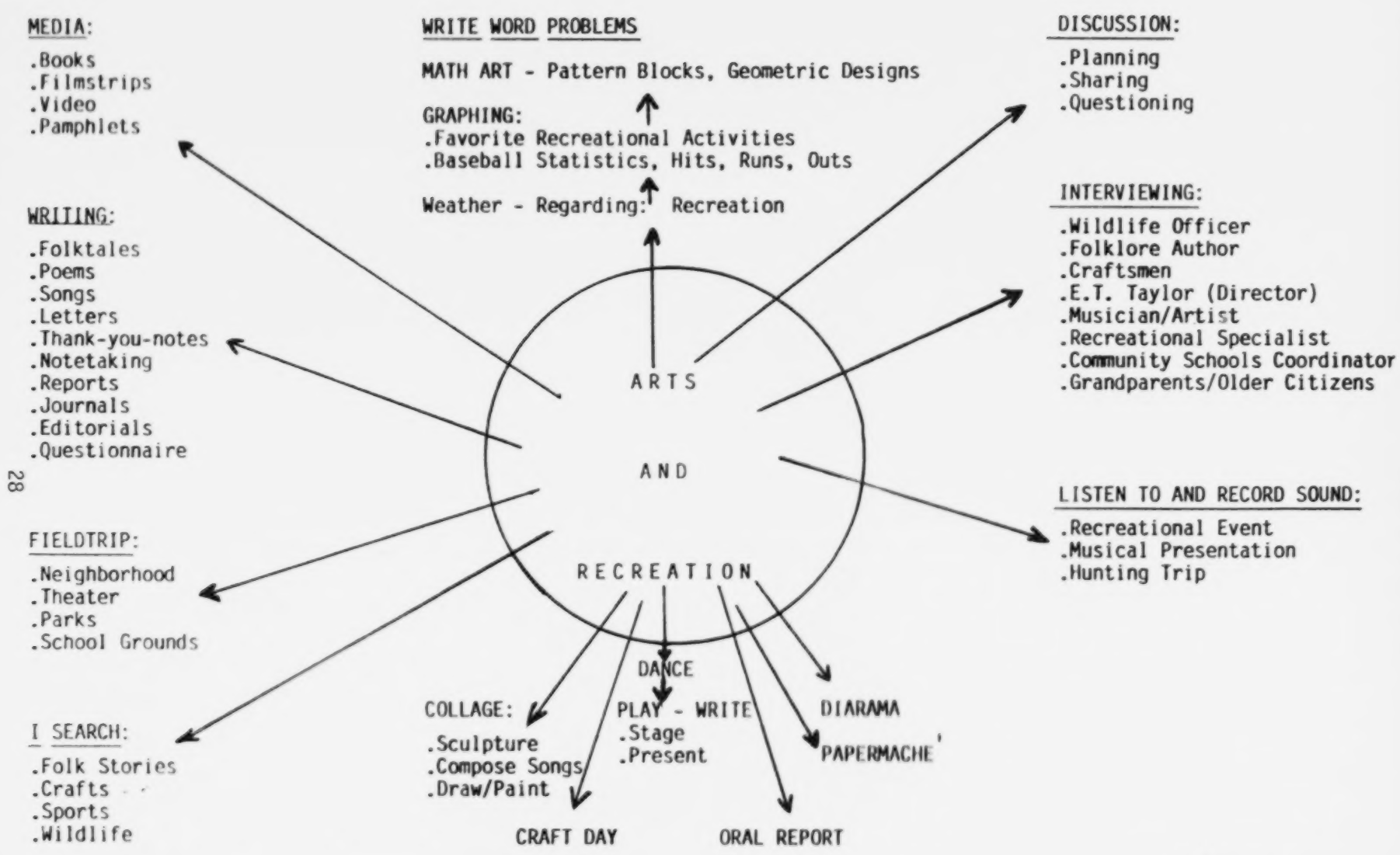
2.1, 2.2 Folk dances, square dances
4. Games and sports

Safety Education

Recreational safety - Bicycle, Hunting, Camping, Boating, Water

GOALS AND OBJECTIVES

ACTIVITIES



28

INTEGRATED LEARNING ACTIVITY

TOPIC: Arts/Recreation

WHAT: Tombstone Rubbings. As a part of a study of culture and customs of a community students visit local cemetery to make rubbings.

WHY:
Visual Arts Goals 1,2,3,4,5
Communications Skills
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goals 1,2,3,4,5,7,8,9
- Writing Goals 1,2,6
- Viewing Goals 1-5
- Study Skills 3,4,5

Healthful Living: Family life and growth/development
Math Goal 2
Science Goals 1,3.2,4
Social Studies
- Knowledge Goals 18-21
- Skills Goals 1,2,3,4,6,7,8

HOW: After obtaining permission to visit the cemetery the teacher and students discuss the graveyard: how old? public or private? owner, if private? who cares for it? abandoned or still used? information that can be found there? Etc. Establish rules for the trip and have students do a practice rubbing with a penny. Discuss use of materials. Assign student partners and have each pair select one of the following tasks (individual cards):

Make a rubbing of the tombstone
1) that is the oldest
2) that is the most recent
3) that is the largest
4) that is the smallest
5) with the longest epitaph
6) with the shortest epitaph
7) with the funniest epitaph
8) with the saddest epitaph
9) with the most art work
10) with the least art work
11) of the person who died the longest time ago
12) of the person who was born the longest time ago
13) showing the youngest girl
14) showing the oldest boy
15) showing the oldest man
16) showing the oldest woman

HOW: Upon arriving at the cemetery the class reviews rules and the teacher demonstrates placement of paper and actual rubbing. Allow students to explore to find their particular gravestone. Students may obtain materials when they are ready to do the rubbing. When finished students return materials and rubbings. Follow-up in the classroom would include display of rubbings, labeling, and oral reports. Discussion of information gained while looking for their specific stones would be interesting. It would also be worthwhile to discuss how they went about solving the tasks.

MATERIALS: Large sheets of white or manila paper, black crayon or charcoal, masking tape.

COMMENTS: It probably would be helpful to ask other interested and responsible adults to assist with this activity. It would be interesting to take another trip to the cemetery to explore the following:

geometric shapes of stones
number of infants, ages 5-10, 10-20, etc.
average age of females/males
year of greatest number of deaths
weathering of stones
comparison of size of trees in old section to new section
kinds of stones
family names/common names
directions graves are facing
indications of cause of death
changes in design/art over the years
evidence of beauty/color
kind of print used for inscriptions, etc.

INTEGRATED LEARNING ACTIVITY

TOPIC: Arts/Recreation

WHAT: Printmaking as an activity for students in their study of arts in the community with an emphasis on craftsmen whose art is found in the past as well as the present.

WHY:
Visual Arts Goals 1,2,3,4,5
Folk Art Goals 1,2,3,4,5
Communications Skills
- Listening Goals 1-5
- Speaking Goals 1-5
- Reading Goals 1-9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Skills Goals 3-5

Social Studies
- Knowledge Goals 17-21
- Skills Goals

HOW:

1) Students and teachers will discuss folk art as an example of the traditions of the past that have continued into the present.

2) A local craftsman should be invited into the classroom to demonstrate his art-printmaker/fabric designer.

3) Students should prepare a list of writing questions for the craftsmen and take notes as questions are answered and steps in the printmaking process are described/demonstrated.

4) Students should research/explore types of materials used for making prints and early times and begin collecting examples. Research different designs to determine their special meanings.

5) Students should produce prints and provide a written and oral report to their peers about their product.

PRINTMAKING STEPS:

1) Stack 20 thicknesses of newspapers (9 x 12) on a large piece of cardboard on a table covered with plastic. Wet the stack of paper, then coat top with powdered or liquid poster paint. This will make an ink pad that can be used by many students.

2) The printer can be made of a variety of materials: block of wood, sticks; cross-sections of onion, apple, carrot, green peppers, potato; design cut on art gum; bits of thick cloth or pieces of string glued to block; paper.

3) The prints can be placed on tissue paper, wrapping paper, cloth.

MATERIALS : Paper, cloth, tempera paint, fruits, string, pieces of wood, heavy cardboard newspaper

INTEGRATED LEARNING ACTIVITY

TOPIC: Arts/Recreation

WHAT: Constructing a model of an historic site or landmark found in the local area. This type of culminating activity can be a whole class project or individual/small group project. Example: Lighthouse as the model.

WHY:
Communications Skills
Listening Goals 1-5
Speaking Goals 1-6
Reading Goals 1,2,3,4,5,6,7,8,9
Writing Goals 1-6
Viewing Goals 1-6
Study Skills Goals 1-5
Healthful Living: Recreational Safety
Math: Goals 5,6,7
Science: Process Skills, 2.1.2
Social Studies: Knowledge Goal 1,2,3,4,7,9,18,20,21
Skills Goals 1-8
Dance Goals 1,3,10
Music Goal 3
Visual Arts Goals 1,5

HOW:

1) Students will do research on use of lighthouses from early times to present through reading books, newspaper and magazine articles, writing for information from local historical society, National Park Service, etc.

2) Students may conduct interviews after developing a written list of pertinent questions. Notes should be taken during interviews and compiled for classroom sharing activities, i.e. interview a sailor, fisherman, National Park Service worker. Students should send thank-you-notes to the interviewer for his time.

3) Students may investigate one area of choice and complete an I Search paper with final reports presented orally to the class.

4) Students can identify materials used in building the landmark (lighthouse), estimate time to build, compare with present time for construction, develop word problems for classmates, utilize simple graphs.

5) Students can write plays with the model used as the scenery and songs can be written for the production, (song that a sailor might have sung as he approached the lighthouse).

Steps to complete a model as in this example of a lighthouse:

1) Bend the wire to the shape of the lighthouse and fasten the ends together.
2) Attach wire shape to plywood base and mix wheat paste with water.
3) Tear strips of newspaper and soak in the wheat paste solution.
4) Place strips of soaked newspaper over wire. Repeat this step until desired thickness and wire is completely covered letting each layer dry before applying another.
5) After layers have completely dried - paint it with enamel paint.
6) Add necessary details to make it authentic.

MATERIALS:
1) Newspaper
2) Chicken wire
3) Wheat paste
4) Container
5) Plywood
6) Enamel paint
7) Tagboard or construction paper

INTEGRATED LEARNING ACTIVITY

TOPIC: Recreation/Arts

WHAT: Constructing shadow/boxes as a culminating activity for study of folk-life. Students make three-dimensional shadowboxes that depict interesting folklore about their own families.

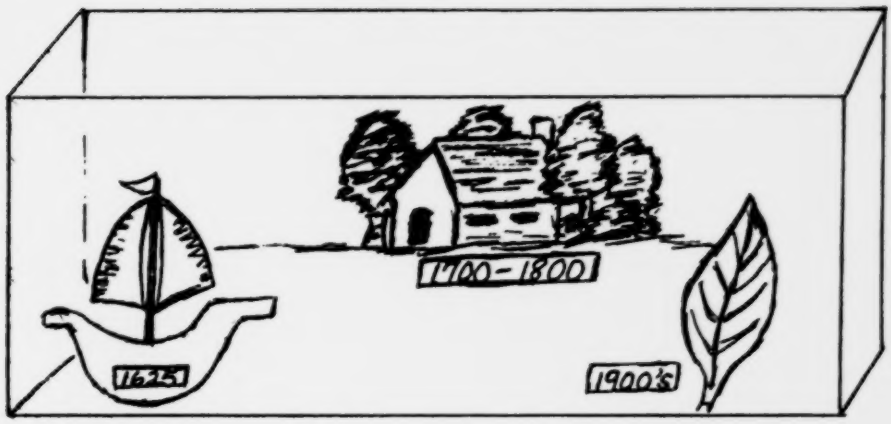
WHY:
Visual Arts Goals 1,2,3,4
Folk arts - all goals
Communication Skills
- Listening Goals 1-5
- Speaking Goals - 1-5
- Reading Goals 1,2,3,4,5,7,8,9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Skills Goals 3,4,5

Healthful Living: Family life and growth and development goals
Math: Measurement
Social Studies
- Knowledge Goals 17-21
- Skills Goals 1,2,3,4,6,7,8

HOW:
1) Students and teacher will review by discussing what folklife is and its significance in on-going traditions.
2) Students and teachers will discuss kinds of information to look for when interviewing family members or looking at family records (birth certificates, family Bible, pictures, etc.)
3) Students will interview family members and research records to gain significant/special/important information about each ones family history. Interviews can be tape-recorded or written. Notes should be taken about specific points gleaned from records, also.
4) Students will use their findings and specific objects to put together individual shadowboxes giving a visual image of each ones family history/background. (Example attached)
5) Students display their projects and orally share information about each one.
6) A final step could be having each student write family history highlighting interesting events.

MATERIALS:
1) Shoe box 12 x 12 x 4 or small (larger than shoe box)
   Box used for mailing
2) Glue
3) Scissors
4) Magazines (books) - for pictures, words, dates
5) Crayons, markers for drawing pictures and decorate outside of box
6) Family heirlooms, objects to depict significant events, photographs records, souvenir
7) Oak Tag
8) Pencil and paper
9) Tape recorder (optional)

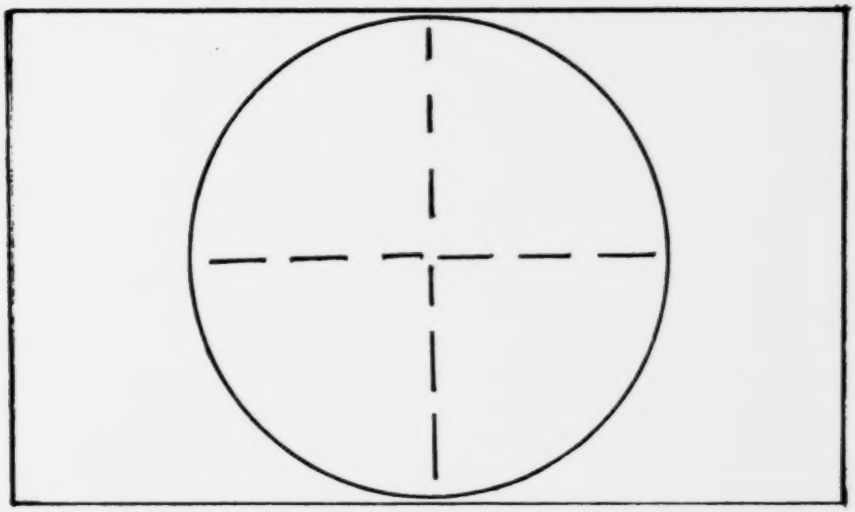
EXAMPLE OF SHADOWBOX:



To visually show family history student may show a boat to depict his families arrival, the fact that they farmed land early and that today they may be big in tobacco farming. Dates are optional. Students should use only 3 or 4 objects.

Instead of doing a shadowbox students may do collages such as the one below:

The Baker Family Background



Students may want to divide collages to form a pie-graph on which to place objects and pictures sequentially.

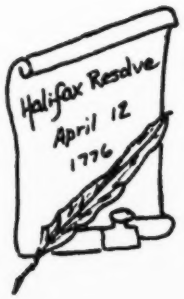
ARTS/RECREATION RESOURCES

LOCAL ORGANIZATIONS:

Martin County Arts Council
Community Concert Association
Martin Community Players
Roanoke Arts and Craft Guild
Williamston Recreation Department
Martin Community College Library
Michael Hatcher - Wildlife Commission Officer
Wildlife Commission Printed Materials
Gail Roberson, Author
Ila Parker, Agricultural Extension Agent
Local Craftsmen

Carolina Carousel "The Aerostat Adventure"

GOVERNMENT



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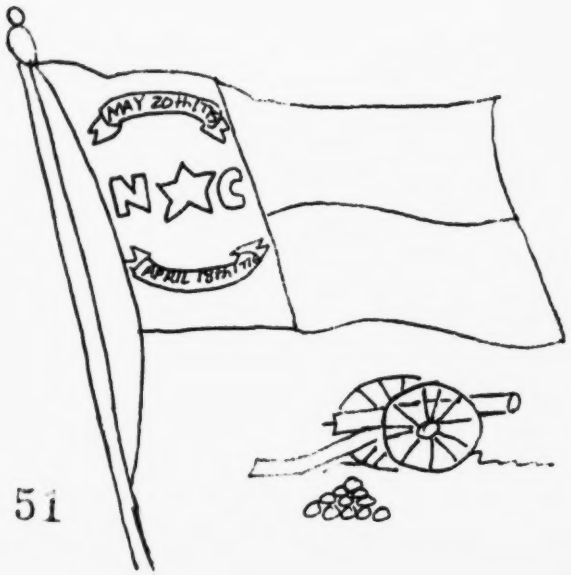
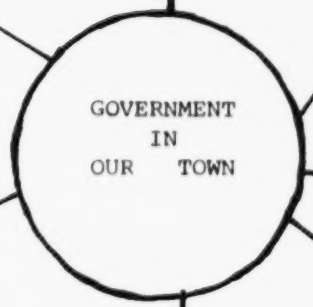


GOALS AND OBJECTIVES



SOCIAL STUDIES

Knowledge Goals

3-Traditional symbols of citizenship, 4-Laws are made by all levels of government, 5-Governments assist one another in meeting the needs of people, 6-Process of democratic election, 7-Citizens must communicate wishes to elected officials, 8-Officials have authority to act for citizens, 9-Importance of acting responsibly as citizens, 10-Corrective, distributive and procedural justice, 11-Government tax citizens.

Skill Goals - Identify problems, gather, evaluate, organize and analyze information and draw conclusions, use maps and globes self management.

ARTS

Visual 2.4 Creative production
3.1 Drawing and Painting

Theatre 1.3 Dramatic reading
1.5 Pantomine or improvisation

COMMUNICATION SKILLS

Listening 5.1 Organize ideas, 5.2 I ideas and information, 5.3 Explore related topics

Speaking 2.1 Discussions of content Speak in classroom, 5.1 verbalize solution to problems

Reading 1.2 Build and understand content vocabulary

Writing 4.2 Correct spelling, 4.3 Standard English, 4.4 Capitalizati 4.5 Punctuation, 4.6 Legible hand-writing, 5.1 Final draft

Viewing Goals 1-3, Gain and interp visual information and think criti

Study Skills Goals 1-5

HEALTHFUL LIVING

Safety 1.1 Contact help in an emer

Traffic Safety 1.2 Traffic rules

Home Safety 3.1 Emergency procedur

Work Safety 1.1 Know community saf friends

SECOND LANGUAGE

3.3 Hear and understand concrete words. 4.1 Recognize and say words, phrases and sentences. 6.1 Regognize language and behavior appropriate to the culture

SCIENCE

Content 1.2 How science helps us
2.5 Helpful and harmful animals
2.7Interdependence of animals

Process - Observe, classify, use numbers, communicate, measure, infer.

LIBRARY/MEDIA SKILLS

Orientation and Organization

1.9 Locate reference materials
1.10 Identify community resource

Production and Presentation

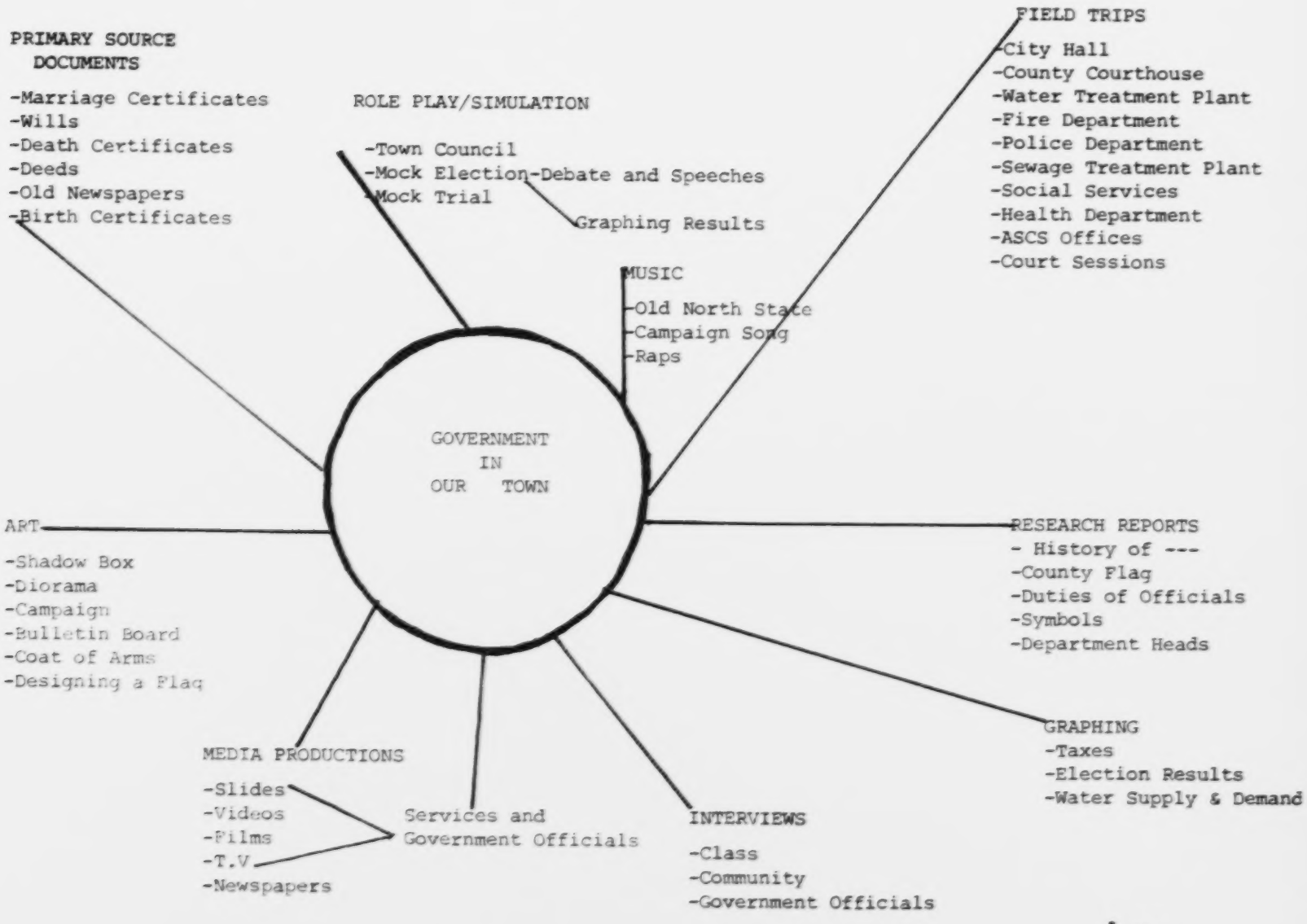
4.6 Present ideas using media

MATH

5-Measurement
6.5-Find area
7.1-Find frequency and tally

GOALS AND OBJECTIVES

ACTIVITIES



THREE TYPES OF MUNICIPAL GOVERNMENT

The government of a village, town, or city is called a municipal government. These local governmental units are needed because special problems must be solved at the community level. The state grants the city a charter that defines the city's authority to govern itself.

Three kinds of government are common among the cities of the United States. These are the mayor-council plan, the commission plan, and the city manager plan.

MAYOR AND COUNCILS

This is the oldest form of city government. The mayor is the chief officer of a city. Laws for a city, under the mayor-council plan, are made by a city council. Laws passed by the council are called ordinances.

Cities using the mayor-council type government may have a strong mayor or a weak mayor. Under a weak mayor system the mayor has little authority. He or she may not veto ordinances. The mayor is limited in making appointments. The council exercises most of the power. Under a strong mayor government the mayor is more powerful. He or she has the veto power, although the council can pass ordinances over a veto. He or she also has authority to administer the laws and to appoint various officials.

CITY COMMISSION

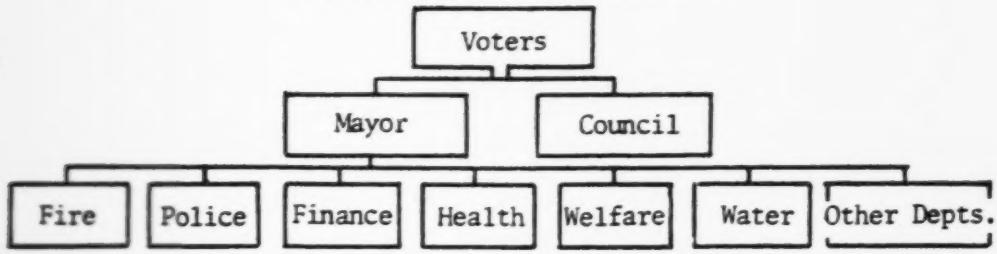
The commission form of government was first tried in this country in Galveston, Texas. This city suffered severely from a hurricane in 1900. A special election was called in 1901. The people of Galveston voted for a new form of government. Five commissioners were chosen to replace the council and mayor. The commissioners bore the title of mayor. But this office offered no real power. The mayor's only extra duty was to preside at the meetings of the commission. The executive power was now shared by four commissioners. Each headed a department. One commissioner was director of the police and fire departments. Another was in charge of streets and sewers. A third handled the city's money. A fourth was in charge of health. The mayor could vote with the other commissioners but had no veto power.

CITY MANAGER

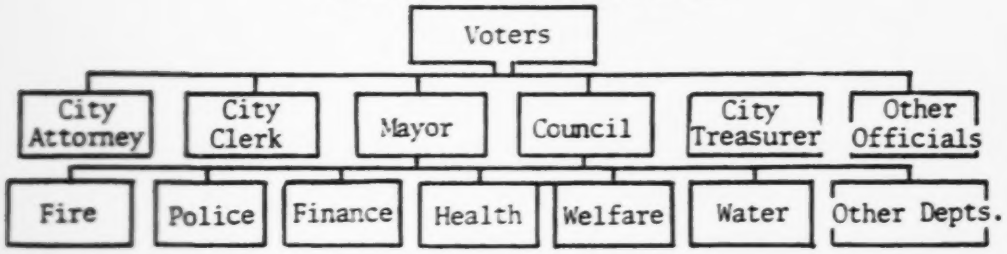
The city manager plan of government grew out of the commission government. Under the city manager plan commissioners are usually elected from the city at large. They are chosen on a nonpartisan ticket. The commissioners select the city manager, pass the ordinances, and decide all the policies of the city. But unlike the commission plan, the commissioners have no executive authority. All executive authority is turned over to a city manager who is employed by the commissioners. He or she has charge of the police, fire, health, street, sewer, finance, and record departments. The city manager is employed for as long as her or his services give satisfaction. The city manager is very much like the manager of a business. In a business the directors set the policy while leaving management to a single officer. So it is with the city manager system.

FORMS OF CITY GOVERNMENT

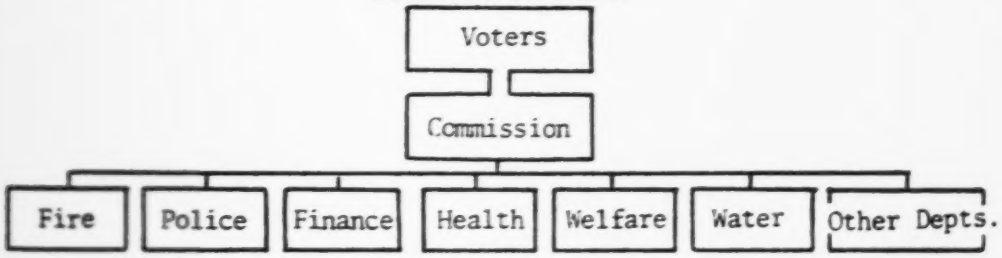
STRONG MAYOR-COUNCIL PLAN



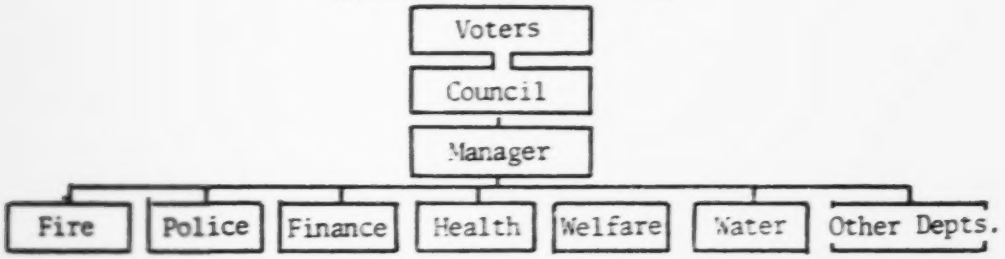
WEAK MAYOR-COUNCIL PLAN



COMMISSION PLAN



MANAGER-COUNCIL PLAN



1. Whom do the voters elect in each plan?
2. Whom does the mayor appoint in the strong mayor-council plan? In the weak mayor-council plan?
3. What do you think is the difference between a commission and a council?

POSITION PLACE

Assign the most qualified candidate to each of the group leadership roles. Give reasons for your selection.

Candidates

IM. A. Goody
Good Leader
Organizer
Reliable

B. Nice
Friendly
Fair
Talkative

C. Figures
Trustworthy
Careful and Neat
Excellent in Math

B. Led
Listens to Others
Follows Others
Predictable

I.M Neat
Good Listener
Nice Handwriter
Best Subject: English

M. Flippy
Careless
Irresponsible
Best Subject: Recess

NAME: _____

Your Candidate

Position	Major Responsibilities	Your Selection	Why
President	In charge of all meetings and makes sure all work is done.		
Vice President	In charge of committees and assists president.		
Secretary	In charge of all written materials and takes meeting minutes.		
Treasurer	In charge of all money and keeps account of funds		

FRINGE BENEFITS

Nominate yourself for a position and list your qualifications.

INTEGRATED LEARNING ACTIVITY

TOPIC: Government

WHAT: Selecting people for positions of authority - students will select and discuss candidates for class officers.

WHY:
Social Studies Goals 6.1, 6.2, 7.1, 8.1
Communication Skills Goals
- Speaking 2.1, 4.1, 5.1
- Reading 8.1, 8.4

Healthful Living Goal
- Mental Health 1.1

HOW:
1) Distribute Handout "Position Place" to each student.
2) Explain that you are going to pretend to elect officers for a class.
3) Read the officers to be selected and major responsibilities.
4) Explain what is meant by the word "candidate."
5) Read the names and qualities of the candidates.
6) Allow each student to vote, take up ballots, tabulate and announce winners.
7) Discuss reasons why particular individuals fit each office. How each person's vote counts.
8) Ask each student to nominate themselves for a position and list their qualifications.

MATERIALS: See Attached Handout.

INTEGRATED LEARNING ACTIVITY

TOPIC: Government

WHAT: Recognizing leaders in the three general levels of government. Students will recognize leaders at different levels of government by providing names, offices held, and parties affiliated with.

WHY: Social Studies Goals 3.1.1, 4.1.1, 4.1.2, 4.1.4, 4.1.5, 8.3.1, 8.3.3
Communication Skills Goals
Listening 5.1.2
Study Skills 2.1.2

HOW:

1) Distribute handout "Who Is This Person?" to each student.
2) Explain that you are going to show pictures of some government leaders from the national, state and local levels. (Make sure pictures are numbered.)
3) Explain or review the levels of government.
4) Give examples of various offices held within each level of government and names of leaders holding these offices.
5. Start with picture #1 and complete the handout by going through the pictures.
6. After each picture is identified, have a student attach it to the bulletin board under the correct heading, i.e. national, state or local. (Some names will be hard to spell. The teacher may want to write such names on the chalkboard.)

MATERIALS:

1) Pictures of office holders
2) Handout "Who Is This Person?"
3) Bulletin Board

WHO IS THIS PERSON?

Directions: As we look at our pictures, fill in the spaces following the picture number.

PICTURE NO.	NAME	OFFICE	LEVEL	PARTY
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

INTEGRATED LEARNING ACTIVITY

TOPIC: Government

WHAT: Learn that governments collect various kinds of taxes in order to provide goods and services.

WHY:
Math Goals
- Whole Numbers 2.20
- Word Problems 4.1
- Decimals 4.3

Social Studies/Government Goals 11.1, 11.2, 11.3

HOW:
1) After discussing the three types of taxes (property, sales, income) use sales slips and/or cash register receipts to show examples of sales tax.
   A. Divide class into groups. Give receipts. Have students underline tax.
   B. Give word problems using price of item and sales tax. Have students solve problems.
   C. Have students use calculators to add sales receipts or solve word problems involving sales tax. Discuss how tax money will be spent.

MATERIALS:
1) Sale Slips
2) Cash Register Receipts
3) Calculator
4) See Attached Sheet

ACTIVITY

To help students have a better understanding of sales, income and property tax have students identify the type of tax that is paid in imaginary situations.

Duplicate or put the following on the board.

a. income tax

b. sales tax

c. property tax

1. A bluebird gets a tax bill for the nest he has just built.

   ___c___

2. A skunk buys a brand of chemical STINK. ___b___.

3. A beaver completes a dam for a bear and is getting paid.

   ___a___

4. A lioness gets a bill on some empty land she uses for hunting.

   ___c___

5. A hungry octopus with bad eyes has to buy his crayfish from the fish market. ___b___.

6. A winning racehorse gets a tax bill. ___a___.

7. A goat gets a bill from his favorite junk yard. ___c___.

8. A skinny dog starts buying his own meat from the butcher.

   ___b___

9. A fox is rewarded with money for protecting a farmer's chickens.

   ___a___

10. A horse was tired of iron shoes so he bought a pair of sneakers.

    ___b___

You may have the students make up some more situations to ask their classmates.

INTEGRATED LEARNING ACTIVITY

TOPIC: Government

WHAT: Given a list of goods and services, select those that are provided by government.

WHY: Communication Skills Goals 4.5, 5.1.2, 5.2.2, 5.3.2
Social Studies Goals 11.1.2, 11.2.4, 11.3.1

HOW:

1) Ask the following questions:
   A. If your house caught fire, who would you call to put it out?
   B. If someone broke into your house and stole some money, who would you call?
   C. If your teacher gives you a homework assignment and you need to use some resource books, where could you go to find the books other than your home or school?
2) Where does the money to pay the fireman and policemen, to install street lights or build libraries come from? (Write your answers on the board. Introduce or review the three types of government, with the aid of a poster.) Refer to your poster to discuss goods and services for which each type of government is responsible.
3) Why do you think the government provides these goods and services? (People have collective wants and it would be difficult and more expensive if private businesses tried to provide libraries, schools, street lights, roads, etc.)

MATERIALS:

1) Poster
2) Chalkboard

ACTIVITY

We are going to play a signal game. I will read a list of goods or services. If you think the goods or services are provided by the government, hold your thumb up. (Demonstrate to students closed fist with thumb up.) If you think the goods or services are provided by private companies, hold your thumb down. (Demonstrate closed fist the thumb down.)

1.	Supermarket	(down)
2.	Education	(up)
3.	Lighting	(down)
4.	Food Stamps	(up)
5.	Cars	(down)
6.	Highways	(up)
7.	Cable T.V.	(down)
8.	Welfare Payments	(up)
9.	Water and Sewer	(up)
10.	Public Housing	(up)

This activity can be used to introduce government services, a warm up exercise or as a review.

INTEGRATED LEARNING ACTIVITY

TOPIC: Government

WHAT: Federalism, the division of the power of government between the national, state and local levels. Students will study each area and identify jurisdictions of governments.

WHY: Social Studies Goals 4.1, 4.2, 5.1, 5.2, 6.1, 8.1, 8.2, 8.3
Communication Skills Goals 1.1, 2.1, 2.2, 3.1, 4.1, 5.1
Library/Media Goal 220

HOW:
1) Locate the seats of national, state and county governments.
2) Recognize pictures of the state and national capitol.
3) Identify the territorial jurisdiction of government.
4) Have each student to construct a silhouette map showing sizes of units of government and location of state and national capitol and county seats.

MATERIALS:
1) Maps (U.S., local & state)
2) Pictures of seats of governments, city hall, capitols, etc.

GOVERNMENT RESOURCES

BOOKLET:

What Is A County? and Why?
By Jerry Elliott, 50¢ per copy
The North Carolina Association of County Commissioners
P. O. Box 1488
215 Dawson Street
Raleigh, NC 27602-1488
(919) 832-2893
Ms. Debra Holley, Director of Information

FILMS:

Carolina Carousel
#14 "County Official Roundup"
from Northeast Regional Education Center
16 mm 20 minutes
Teacher's Guide available

Trade-Offs
Lesson 4 "Give and Take"
(a city council in action)
Teacher's Guide available
fron Northeast Regional Education Center
16mm 20 minutes or ½" VHS cassette tape

TRANSPORTATION

Wende Allen, Team Leader

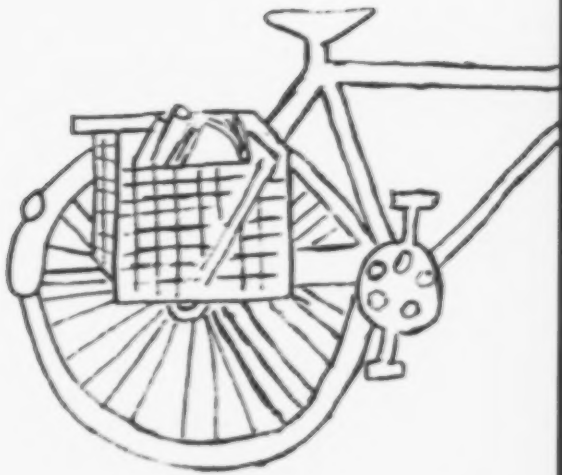
Susan Winslow

Dianne Roberson

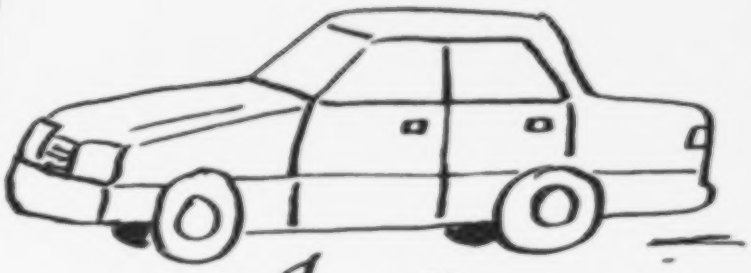
Delphine Walton

Dannie McClees

Barbara Etheridge

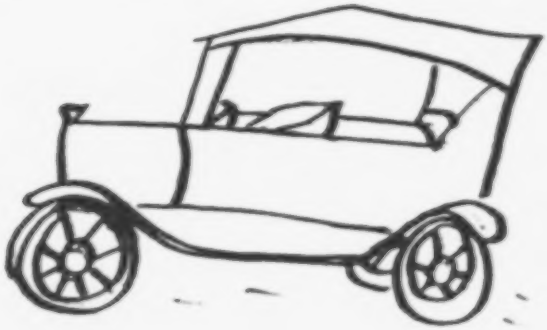


Transportation



In

Our Town



GOALS AND OBJECTIVES

TRANSPORTATION IN "OUR HOMETOWN"

SOCIAL STUDIES

1.1	Locate major landforms
2.1	Physical geography influences lives
2.2	Ways physical geography altered by people
5.1	Level of government - responsibility
9.2	Ways to participate in community (obey laws)
9.3	Responsible vs. irresponsible acts
10.1 - 10.2	Justice system
11.1 - 11.3	Tax system
12.1 - 12.4	Economic resources - location and use
14.1 - 14.4	Economic interdependency
16.1 - 16.2	Natural resources
18.	Way of living changes
19.1 - 19.3	Change affects lives
20.1 - 20.5	Influence of ideas and inventions
21.1 - 21.3	Past affects present

SKILLS:
- Problem solving
- Locate/gather information
- Evaluate information
- Organize - analyze information
- Use maps
- Sense of chronology
- Group activities
- Self-management

ARTS

Dance
1. Positive attitude
11. Making a dance

Theater
1. Group drama
2. Technical theater

Visual Arts
2,3 Concepts and skills in producing art
9 Folk art

Music
1. Instrumental/creative
2. History

COMMUNICATION SKILLS

Listen - attentively, for literal infor., to understand meaning and think critically, apply and extend
Speak - nonverbal, control vocal, use standard English, express feelings, opinions, and ask/answer questions
Read - Increase vocabulary; gain literal infor., use infor. to think critically, understand, apply and extend
Write - Use all 6 steps
View - Gain literal information, interpret, use to think critically, identify design elements, compose visuals

SCIENCE

Process - Observe, classify, use space-time relations, use numbers, communicate, measure, infer

Content:
- 1.2 How science helps us
- 3.2 Classify
- 3.10 Mechanical energy
- 4. Weather - atmosphere - climate

MEDIA

1. Demonstrate working knowledge of media center
2. Select/use materials and equipment
3. Identify concepts, interpret, organize, evaluate
4. Design, produce, select variety of media formats
5. Expand interests by using media

SECOND LANGUAGE

- 6.3 Identify major foreign companies
- 6.5 Recognize influence of target culture on American culture

MATH

- 1.4 Round off numbers
- 1.5 Compare 2 numbers
- 2.1 Add, subtract facts
- 2.3 Mentally add 4 & 5 single digits
- 2.5 Add to 4 digits, regrouping
- 2.6 Estimate by rounding off
- 2.11 Multiply 2,3,4 digit numbers
- 2.14 Basic division
- 2.20 Solve story problems
- 3. Understand fractions and their applications
- 4. Understand decimals and their applications
- 5. Understand, use units of measurement

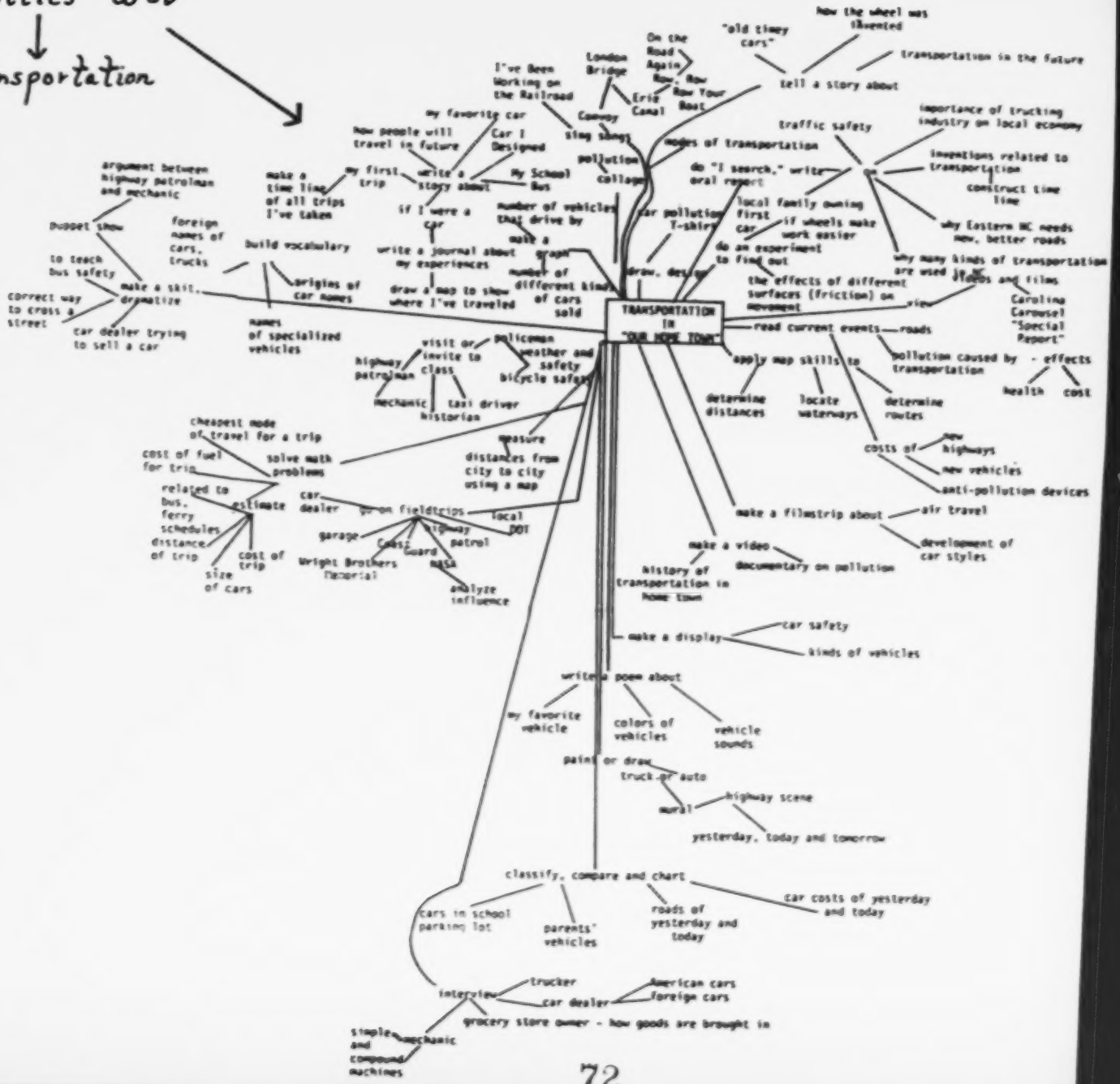
HEALTHFUL LIVING

6.1 Safety - first aid - reporting emergencies

Safety Education:
- 1.0 Traffic rules, highway rules
- 3.1 Home - reporting emergencies
- 1.1 School - bus loading
- 1.1 Recreational

Activities Web

Transportation



INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Do research or inventions related to transportation and report results to class. Use results to create a time line.

WHY:

Social Studies Goals 18,19,20,21
Social Studies Skills 2,6,8
Media Skills Goals 1,2
Science Goals 1,3
Communication Skills
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goals 1-9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Skills 1-5

HOW:

1) Have media specialist collect books, magazines, filmstrips, etc., related to transportation inventions.
2) Show collection to class and discuss inventions related to transportation.
3) With students' help, list inventions on the board that are related to transportation.
4) Let students select an invention topic and write questions about what they would need to know.
5) Have students work in groups to help each other conduct and prepare reports.
6) Have students read or tell reports to class.
7) As a conclusion, with student input, work out a time line for transportation inventions on the chalk board or on adding machine tape or butcher paper.

MATERIALS:

1) Books
2) Magazines
3) Filmstrips
4) Paper
5) Pencil
6) Adding Machine Tape or Rolled Butcher Paper for Time Line

INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Make a transportation collage and present it to the group.

WHY:

Visual Arts Goals 1,2,3
Social Studies Goal 20
Social Studies Skill 2
Science Goal 1
Science Process Skills a,b,e,g
Communication Skills
- Listening Skills 1-5
- Speaking Skills 1-5
- Viewing Skills 1-5

HOW:

1) Collect materials: variety of magazines, newspapers, 3-D objects.
2) Look through magazines and newspapers. Choose pictures or words related to transportation.
3) Cut or tear pictures.
4) Arrange pictures, words and objects on poster paper.
5) Glue on poster paper.
6) Present collage to group.

(Note: This activity can be used to introduce and/or culminate a unit on transportation)

MATERIALS:

1) Glue
2) Poster Paper
3) Newspapers
4) Magazines
5) 3-D Objects
6) Scissors

INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Do wheels make work easier?
Do experiments to find out (1) if wheels make work easier, and (2) the effect of different surfaces on the force required to move a load with a wagon.

WHY:
Math Goals 1,5,7
Science Process Skills - a,d,e,f
Science Goal 3
Communication Skills
- Listening Goals 1,2,5
- Speaking Goals 1,2,3,5,6
- Writing Goals 1-6
- Viewing Goals 1-5

HOW:
1) Have students use spring scales to measure the force (in grams) to move a load of fishing weights along a flat surface. Students should compare this force to that required to move the same load carried on a toy truck or car.
2) Students can compare the force required to move the load on a truck or car over a variety of different surfaces, such as carpet, grass, towel, table, linoleum.
3) Make bar graphs to show how the force varied.
4) Students write a description of what they observed, and share with class.

MATERIALS:
Per Group
1) Spring Scale
2) Toy Car or Truck (or cart made with Tinker Toys)
3) Fishing Weights (or similar heavy load)

WHEELS

NAME _____ DATE _____

1. SET THE PURPOSE OF THE EXPERIMENT.

   I WANT TO FIND OUT IF: _____

   _____

2. PLAN THE EXPERIMENT.

   A. I WILL MEASURE _____ WITHOUT THE WAGON AND WITH THE WAGON.

   B. MY LOAD WILL BE _____

   C. I WILL MEASURE THE FORCE WITH A _____

   D. I WILL USE THESE 4 SURFACES:

      1. _____ 3. _____

      2. _____ 4. _____

   E. COMPLETE LINES 1 AND 2 IN THE CHART BELOW.

3. DO THE EXPERIMENTS. RECORD THE FORCE NEEDED FOR EACH EXPERIMENT.

	EXPER. #1	EXPER. #2	EXPER. #3	EXPER. #4
1. SURFACE				
2. PREDICT: WILL THE WHEELS MAKE WORK EASIER? (YES OR NO)				
3. FORCE WITHOUT WHEELS	gms	gms	gms	gms
4. FORCE WITH WHEELS	gms	gms	gms	gms
5. WAS YOUR PREDICTION RIGHT? (YES OR NO)				

WHEELS

NAME _____ DATE _____

MAKE A CONCLUSION.

1. IS THE FORCE NEEDED TO PULL A LOAD ON A WAGON ALWAYS THE SAME?

   _____

2. WHAT CAN AFFECT THE FORCE NEEDED TO PULL A LOAD ON A WAGON?

   _____

   _____

3. CIRCLE THE CORRECT ANSWER BELOW.

   THE VARIABLE THAT WE CHANGED IN OUR EXPERIMENT WAS:

   a. THE LOAD

   b. THE WAGON

   c. THE SURFACE

4. CIRCLE THE STATEMENT BELOW THAT IS TRUE.

   a. WHEELS NEVER MAKE WORK EASIER.

   b. WHEELS CAN MAKE WORK EASIER.

INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Making a graph - different ways of getting to school

WHY:
Math Goals 2,3,7
Media Skills Goals 1-5
Social Studies Goals 2,20
Communication Skills
- Listening Goals 1-5
- Speaking Skills 1-6
- Reading Skills 1-9
- Writing Skills 1-6
- Viewing Skills 1-5
- Study Skills 1-5

HOW:
1) Poll students to see what means of transportation are used to get to school. Make a bar graph.
2) Read the graph to find out what type of transportation is most used.
3) Make up word problems using information on graph.
4) Interview parents about transportation they used getting to school. Make a class graph that compares today with yesterday.
5) Write a report on the past, present and future of transportation.
6) Display students' reports and class graph on bulletin board with pictures of different types of transportation.

MATERIALS:
1) Rulers
2) Scissors
3) Chart Paper
4) Poster Board
5) Magazines
6) Bulletin Board Paper

INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Write a story about, "If I Were a Car."

WHY:
Communication Skills
- Listening Goals 1,5
- Speaking Goals 1-5
- Writing Goals 1-6

Second Language Goal 2
Visual Arts Goals 1,2,3
Healthful Living: Traffic Safety Goals
Social Studies Skills 2,7,8

HOW:
1) Prewriting - Provide a second language word for the word, car. Brainstorm names of cars, kinds of cars. Discuss features of car and their uses. Discuss uses of car.
2) Draft the story, "If I Were a Car."
3) Revise the story (complete with a partner).
4) Edit the story (complete with a partner).
5) Make a final draft and read story to class.
6) Draw or design own car and glue at the bottom of the story.

MATERIALS:
1) Paper
2) Pencil
3) Orange Construction Paper
4) Crayons

INTEGRATED LEARNING ACTIVITY

TOPIC: Transportation

WHAT: Creating a folktale on the origin of transportation.

WHY:

Communication Skills
- Listening Goals 1-5
- Speaking Goals 1-3
- Reading Goals 1-9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Goals 1-5

Social Studies Goals 18,21
Media Goals 1-5
Visual Arts Goal 2
Arts, Theater Goal 2
Science Goals 1,3

HOW:

1) Review the definition of a folktale.
2) Provide the characteristics of a folktale so that students can discriminate folktales from other literary forms, such as fairy tales.
3) Read examples of folktales.
4) Using the definition of a folktale, have students make a folktale out of Snow White, Red Riding Hood, etc.
5) Analyze a story for components of a folktale.
6) Have students create a folktale on the origin of some form of transportation. (Review transportation modes).
7) Have students present their folktales using a variety of media, such as dramatics, posters, transparencies, video, sculptures.

MATERIALS:

1) Foreign Folktales
2) Definition of Folktale (on chart, etc.) Examples of Folktales
3) Copies of Snow White, Red Riding Hood, etc.
4) Paper
5) Pencil
6) Additional Materials as Dictated by Students' Presentations.

TRANSPORTATION RESOURCES

STATE LEVEL

North Carolina Department of Transportation, P. O. Box 25201, Raleigh, NC 27611

Public Affairs - Highway maps are free, also brochure about DOT	733-2520
Aviation Division	787-9618
Ferry Division (Morehead City) Ferry Schedule, History of Ferries available	726-6446
Governor's Highway Safety Program Resource List available	733-3083
Governor's Bicycle Program Resource List available, May is "Bicycle Safety Month"	733-2804
Public Transportation Division Helen Bunch is our area consultant Map available showing public transportation in North Carolina, Resource List available	733-4713

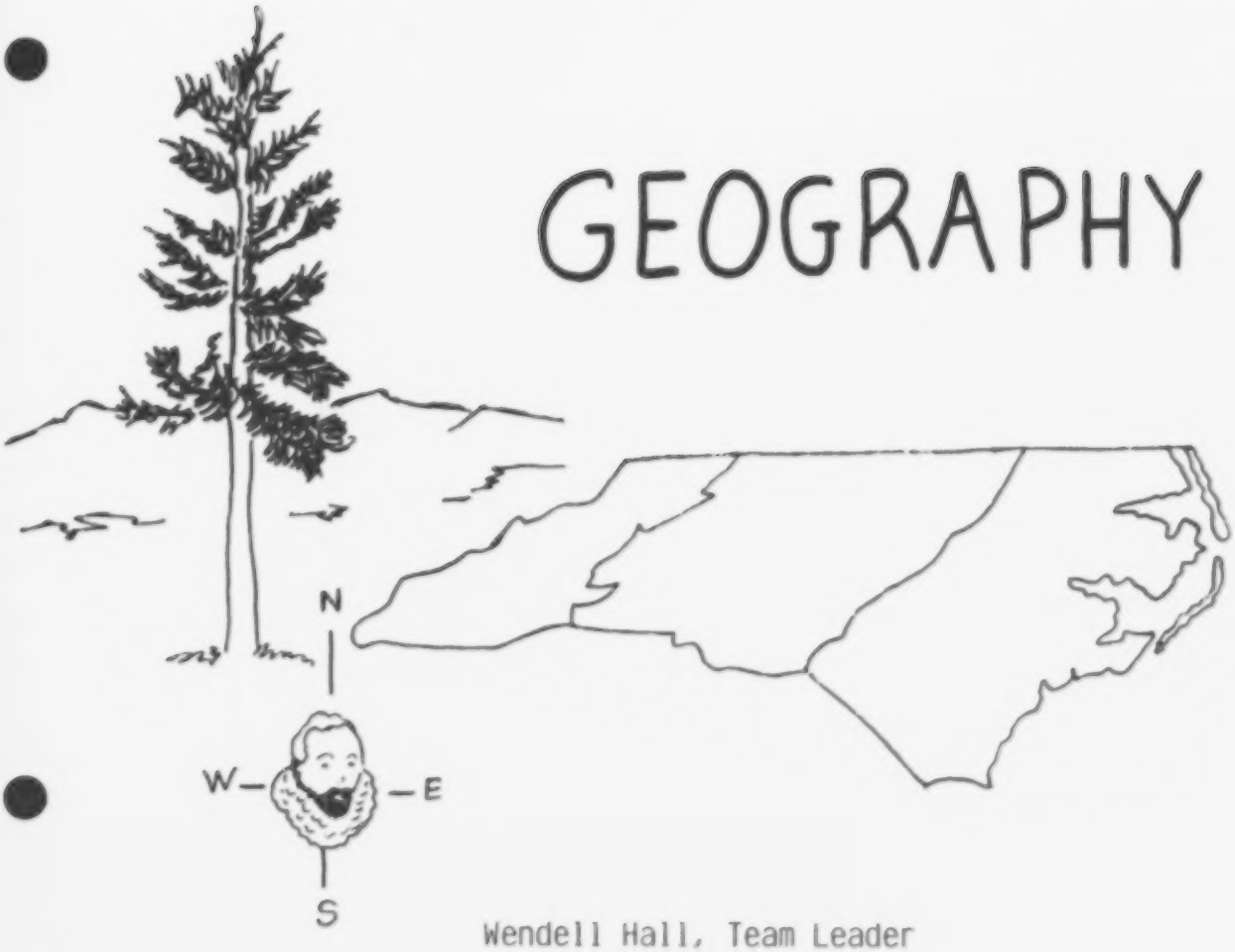
LOCAL LEVEL

Businesses:

- Automobile Dealerships
- Automobile Parts Stores
- Mechanics

Public Transportation:

- Airport
- Bus Station
- Train Station
- Ferry
- Elderly Persons - Oral History
- Law Enforcement Agencies - Highway Patrol, Police Department
- Criminal Justice System



GEOGRAPHY

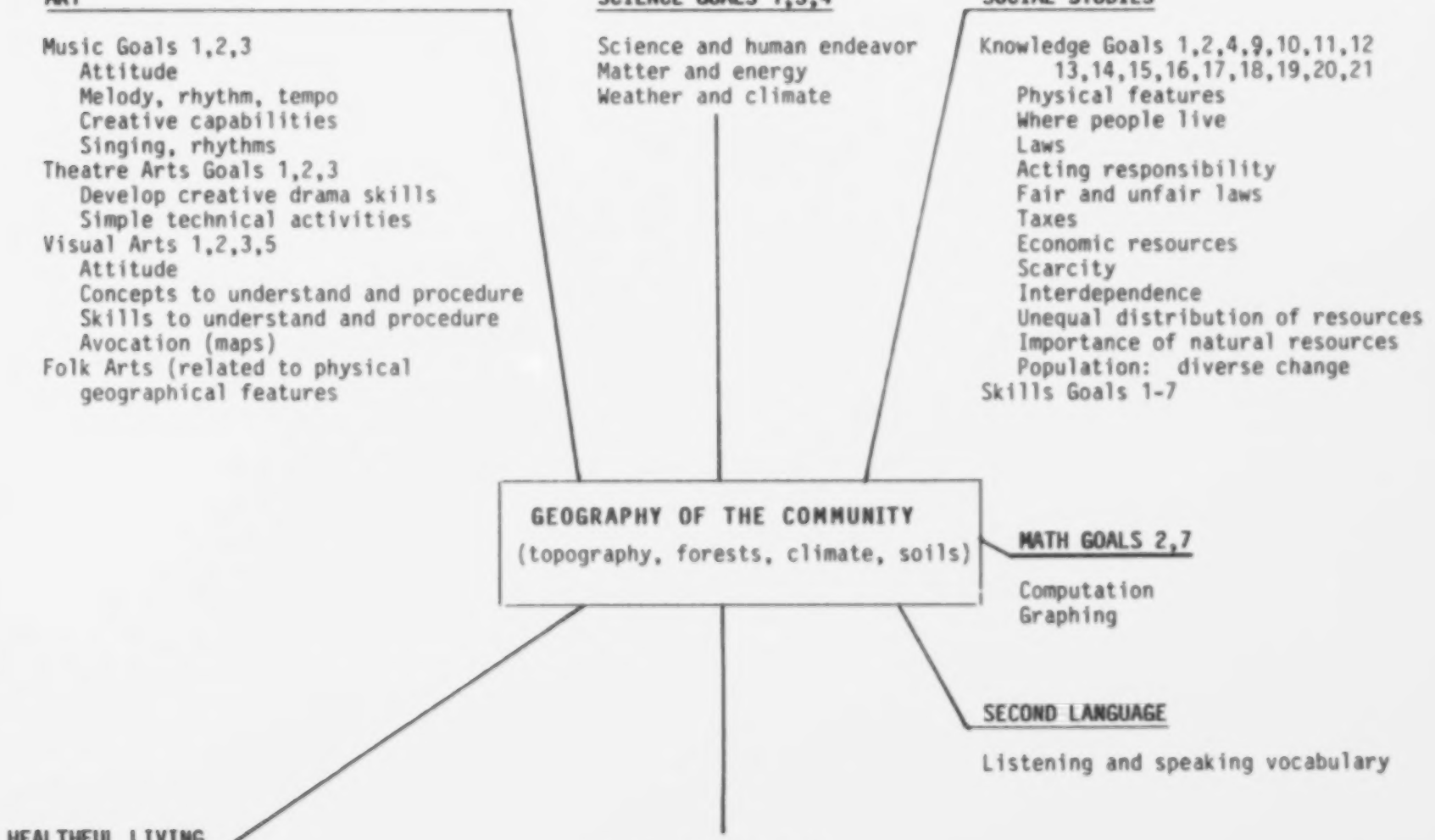
Wendell Hall, Team Leader

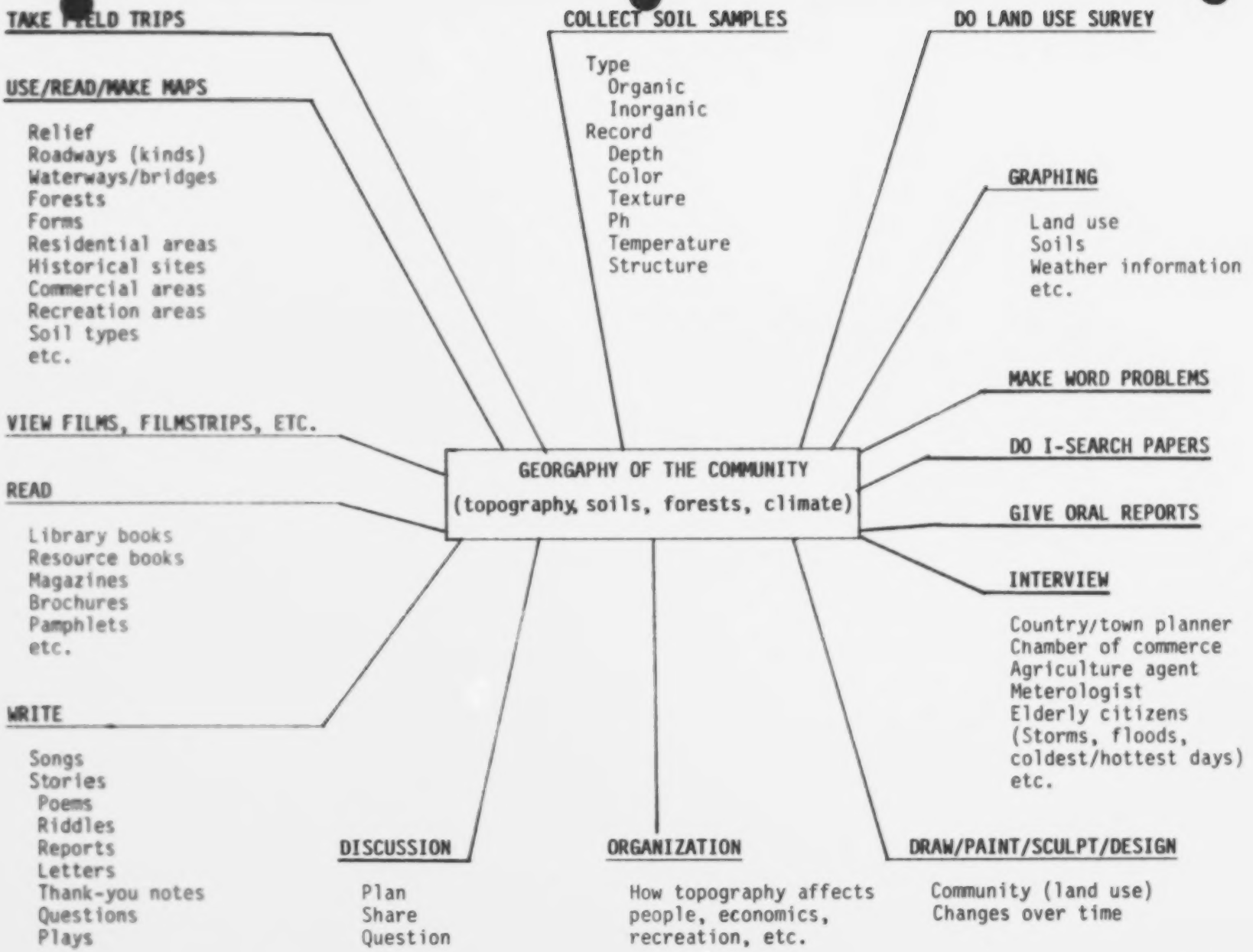
Charlotte Brown

Johnny Gardner

Elsie Thomas

Shirley Thomas


ART
Music Goals 1,2,3
Attitude
Melody, rhythm, tempo
Creative capabilities
Singing, rhythms
Theatre Arts Goals 1,2,3
Develop creative drama skills
Simple technical activities
Visual Arts 1,2,3,5
Attitude
Concepts to understand and procedure
Skills to understand and procedure
Avocation (maps)
Folk Arts (related to physical geographical features
SCIENCE GOALS 1,3,4
Science and human endeavor
Matter and energy
Weather and climate
SOCIAL STUDIES
Knowledge Goals 1,2,4,9,10,11,12 13,14,15,16,17,18,19,20,21
Physical features
Where people live
Laws
Acting responsibility
Fair and unfair laws
Taxes
Economic resources
Scarcity
Interdependence
Unequal distribution of resources
Importance of natural resources
Population: diverse change
Skills Goals 1-7
GEOGRAPHY OF THE COMMUNITY
(topography, forests, climate, soils)
MATH GOALS 2,7
Computation
Graphing
SECOND LANGUAGE
Listening and speaking vocabulary
HEALTHFUL LIVING
Nutrition (foods/climate)
Family Life (changes and choices)
Chemicals and substance abuse (tobacco)
COMMUNICATION SKILLS
Listening Goals 1-5
Speaking Goals 1-5
Reading Goals 1-9
Writing Goals 1-6
Viewing Goals 1-5
Study Skills:Goals 1-5
GOALS AND OBJECTIVES


TAKE FIELD TRIPS
USE/READ/MAKE MAPS
Relief
Roadways (kinds)
Waterways/bridges
Forests
Forms
Residential areas
Historical sites
Commercial areas
Recreation areas
Soil types
etc.
VIEW FILMS, FILMSTRIPS, ETC.
READ
Library books
Resource books
Magazines
Brochures
Pamphlets
etc.
WRITE
Songs
Stories
Poems
Riddles
Reports
Letters
Thank-you notes
Questions
Plays
COLLECT SOIL SAMPLES
Type
Organic
Inorganic
Record
Depth
Color
Texture
Ph
Temperature
Structure
DO LAND USE SURVEY
GRAPHING
Land use
Soils
Weather information
etc.
MAKE WORD PROBLEMS
DO I-SEARCH PAPERS
GIVE ORAL REPORTS
INTERVIEW
Country/town planner
Chamber of commerce
Agriculture agent
Meterologist
Elderly citizens
(Storms, floods, coldest/hottest days)
etc.
GEORGAPHY OF THE COMMUNITY
(topography, soils, forests, climate)
DISCUSSION
Plan
Share
Question
ORGANIZATION
How topography affects people, economics, recreation, etc.
DRAW/PAINT/SCULPT/DESIGN
Community (land use)
Changes over time
ACTIVITIES

INTEGRATED LEARNING ACTIVITY

TOPIC: Geography

WHAT: Occupation Fair. Students plan, organize, and conduct an Occupation Fair to develop awareness of employment opportunities in the three geographical regions of North Carolina.

WHY:
Social Studies
- Knowledge: Goals 1, 2, 12, 14, 15, 16, 17, 19, 20
- Skills: Goals 1, 2, 3, 4, 6, 7, 8

Communication Skills:
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goals 1-9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Skills 1-5

Visual Arts Goals 1, 2, 3, 5
Folk Arts
Healthful Living
- Consumer Health Goals 1, 2, 3

Science Goals 1, 4
Guidance Goals 2, 5, 6

HOW:
1) Review the geographical regions in North Carolina and the main occupations in the state.
2) Introduce and discuss the concept of an "Occupation Fair" in which each student invites a person to speak to the class about his/her job.
3) Students discuss, plan, and schedule times for each visitor. They also prepare a "job description" sheet (pertinent job information as well as geographical information) to be given to the resource person to aid in his/her presentation. They plan so that there is not duplication of occupations and scheduled times.
4) Each student contacts a resource person by phone, by letter, or face to face and establishes date, time, etc.
5) At the time of each presentation students take notes and are ready with questions at appropriate times.
6) As a result of experiencing the Occupation Fair students make a Career Journal, write want-ads, make posters, research occupations of specific interest, and write stories about different jobs.
7) Field trips can be made to factories, businesses, etc.

MATERIALS: Pencils, paper, job description sheet, journal or notebook, crayons, magic markers, poster paper.

INTEGRATED LEARNING ACTIVITY

TOPIC: Geography

WHAT: Collage showing change in physical environment. Students look for and make a collage with stories and pictures that show how people have altered the environment in North Carolina.

WHY:
Social Studies:
- Knowledge Goals 1, 2, 9, 12, 13, 14, 15, 16, 18, 19, 20, 21
- Skills 1, 2, 3, 4, 6, 7, 8

Visual Arts Goals 1, 2, 3
Communication Skills:
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goals 1, 2, 3, 4, 5, 7, 8, 9
- Writing Goals 1-6
- Viewing Goals 1-5
- Study Skills 1-5

Science Goal 1

HOW:
1) The teacher brings in stories and pictures which compare and contrast life in North Carolina in past and present. Brainstorm with the class all the ways that people have changed their surroundings to accommodate their needs.
2) Assignment - the class searches for pictures, stories, etc. to demonstrate how the geography has been altered and bring the pictures and stories to class.
3) The class creates a collage of geographical changes caused by man.
4) Through brainstorming and class discussions the class will decide which geographical changes have had the most impact on their lives.
5) Each student selects one of the changes and writes a paragraph explaining how/why the change has affected his/her life. The revised papers are displayed with the collage.

MATERIALS: Magazines, newspapers, books, scissors, paper, glue, pencils.

INTEGRATED LEARNING ACTIVITY

TOPIC: Geography

WHAT: Teach directional concept of North, South, East, West

WHY:
Science Goals 1, 5
Social Studies Skills 1-8
Communication Skills:
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goal 1
- Writing Goals 1-6
- Viewing Goals 1-3
- Study Skills 2, 3, 4, 5

HOW:
1) Talk about why there is a need to know direction. (N.S.E.W.)
2) Use a game such as "Wheel of Fortune" to introduce vocabulary terms used in interpreting the legend of a map, stressing directional keys.
3) Use a simple community map to have students identify those symbols previously introduced in the game.
4) Use a map and have students move from one location to another (visit one another's homes or relatives) indicating the direction they have traveled.)
5) Take students outside at noon and demonstrate with their backs to the sun how their shadows will extend in front of them to the North, back of them to the South, East to their right, and West to their left.
6) Write individual or group stories using the terms correctly. Revise and display stories.

MATERIALS: Small community maps, blackboard, overhead, pencils, paper.

INTEGRATED LEARNING ACTIVITY

TOPIC: Geography

WHAT: Students visit Fort Branch (Martin County) to solve the mystery of the missing cannons.

WHY:
Social Studies
- Knowledge Goals 1, 2
- Skills Goals 1, 2, 3, 4, 6, 7, 8

Science Goal 1
Communication Skills:
- Listening Goals 1-5
- Speaking Goals 1-6
- Reading Goals 1, 7, 8, 9
- Writing Goals 1-6
- Viewing Goals 1, 2, 3, 5
- Study Skills Goal 4

Visual Arts Goals 1, 2, 3

HOW:
1) The trip is a closing activity of a study of the importance of North Carolina's waterways in the Civil War.
2) Ask the class to be news reporters who are sent to the Fort to solve the mystery. Do not tell them the answer. Let them discover it at the site. They will be prepared to take notes.
3) After the trip each student will write a news article (allowing the writing process) and illustrate his/her story.
4) The finished product may be used as a newspaper article or read on the six o'clock news.

MATERIALS: Activity bus, bag lunch, paper, pencils, and crayons.

AGRICULTURE

Pat Parker, Team Leader

Ginger Vogedes

Suzanne Modlin

Jackie Garner

Susan Curlings

GOALS AND OBJECTIVES

COMMUNICATION SKILLS:

Speaking 2.1-2.5
Reading/Literature 4.1-4.9
Writing 1.1-6.1
Study Skills 2.1-5.4

HEALTH EDUCATION:

Chemicals and Substance Abuse 2.1-3.2

MATH:

NUMERATION	1.1-1.5
Computation	2.7-2.22
Fractions	3.1-3.4
Statistics	7.1
Geometry	6.1-6.3
Measurement	5.1-5.4

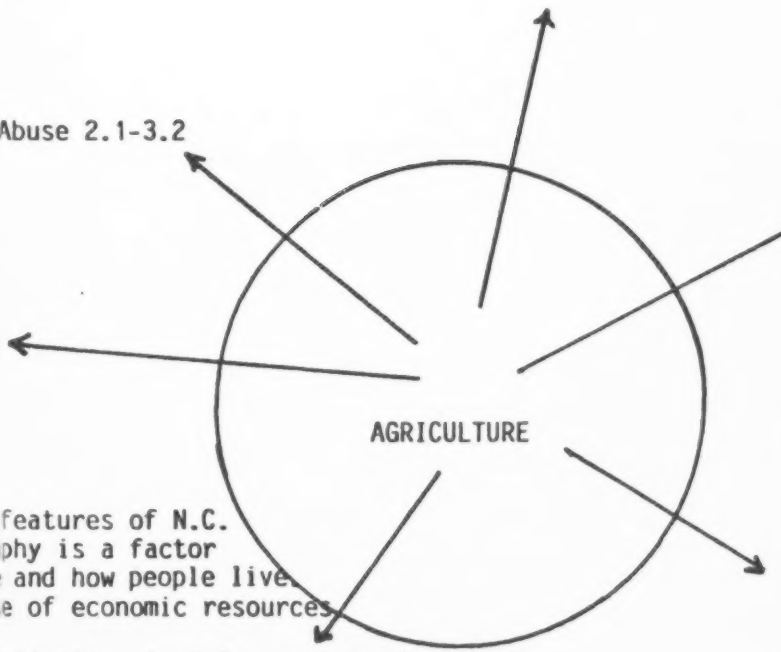
SOCIAL STUDIES:

Knowledge 5.1-8.3

1. Know major physical features of N.C.
2. Know physical geography is a factor in determining where and how people live.
12. Know location and use of economic resources in N.C.
14. Know many economic activities in N.C. are interdependent.
15. Know there is an unequal distribution of natural resources.
16. Know importance of natural resources.
18. Know ways of living change over time, understand how changes occur.
19. Know change affects lives of people.
20. Know influence of ideas and inventions in changing ways of living
21. Know N.C.'s past affects lives of its citizens today

ARTS EDUCATION

THEATRE, ARTS, DANCE, FOLK ARTS 1.1-9.1



SCIENCE

(Process Skills 1-14)

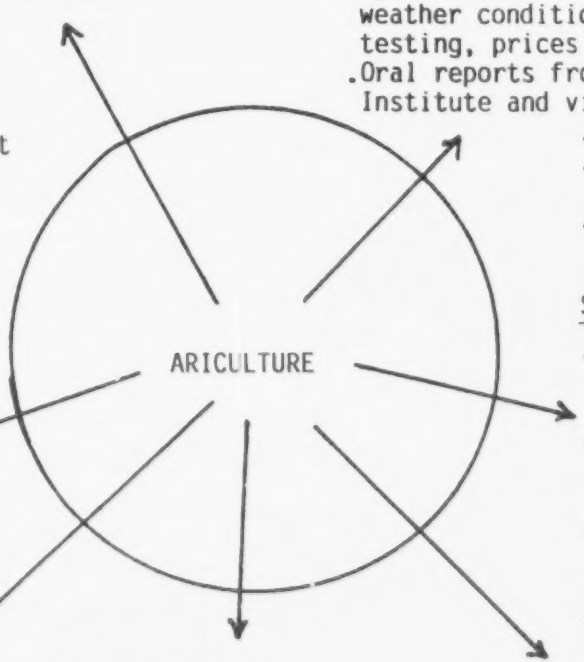
Matter and Energy 3.1-3.10

Earth's Atmosphere, Weather and Climate 4.1-4.2

SOCIAL STUDIES (Skills)

1. Identify and outline problems and suggest ways of solving them.
2. Locate/gather needed information.
3. Evaluate information.
4. Organize, evaluate information a draw conclusions.
5. Use maps, globes.
6. Have a sense of time and chronology
7. Demonstrate growth in self-management.
8. Participate in group activities.

ACTIVITIES



MATH SKILLS:

.Develop word problems concerning cost of planting tobacco bed.
.Graph growth of tobacco plant grown in classroom.
.Measure length of tobacco stalk, longest, shortest leaf.
.Conduct survey of teachers, family members who smoke.

SCIENCE:

.Grow tobacco plants in room. Experiment effects of environment variable on growth of plants.
.Research at Tideland Research Station effects of weather on tobacco.

ART:

.Sculpt animals/objectives from wet tobacco leaves and glue.
.Draw various stages of plant growth showing changes in colors.

DANCE:

.Create/compose dance showing movement in harvesting tobacco years ago; contrast with modern harvest dance.
.Choral singing of folk songs from 1700 to now.

COMMUNICATION SKILLS:

.View 16 mm "home Grown" to research information.
.Interview farmer to find out cost of crop from tobacco bed to warehouse, and growing, harvesting process.
.Listen/discuss: a) Agricultural Extension Agent speaks to class on control of pests, parasites, weather conditions suitable for growing, soil testing, prices on markets.
.Oral reports from research material from Tobacco Institute and visit to Tobacco Museum.
.Written reports on field trips.
.Thank you notes to presenters and for field trips.
.Debate Economy vs. Health Hazards.

SOCIAL STUDIES:

.Small group and independent study to review history of tobacco farming and tobacco use since 1700s.
.Students write diary/journal imagining they lived on a tobacco farm during the 18th century.
.Student each write own solution to issue of tobacco industry vs. dangers of using tobacco.
.Using maps, locate tobacco growing areas in North Carolina.

FIELD TRIPS:

.Tobacco farm (interview note-taking.)
.Tobacco warehouse (interview note-taking.)
.Tobacco Museum (interview note-taking.)
.Tideland Research Station

HEALTH EDUCATION:

.Given list of body parts and systems, write sentences describing effects of tobacco use.
.View film on tobacco/marijuana use.
.Write a report on feelings about tobacco.

INTEGRATED LEARNING ACTIVITY

TOPIC: Tobacco and Math

WHAT: The students will develop and share in groups word problems dealing with facts about tobacco. Students will demonstrate math skills and other areas of curriculum while gaining knowledge of tobacco growth in North Carolina.

WHY: Math Goals - 2.11 - 2.16
Communication Skills
- Writing Goals 1-6
- Reading Goals 1-9
- Speaking Goals 2-5
- Listening Goals 1-5

Health Education 2-3

HOW: Facts about tobacco growth in North Carolina may be reinforced through the completion of word problems. The word problems that follow may be written on tag board and cut into the shape of a tobacco leaf. Be sure to leave tips on the ends of each leaf so that the leaves may be placed in the stalk. A stalk for the leaves may also be cut from tag board. Be sure to leave slits in the stalk so that leaves may be adjoined. Leaves may be laminated and used on an activity bulletin board or in an activity center. Grease pencils may also be used to work the problem on the leaves and erase. The problems could also be reproduced and used as a follow-up worksheet.

MATERIALS: Word problems
Tag board
Markers
Grease pencils

MATH

1. Tobacco is one of the leading crops in North Carolina. In this county there are _____ tobacco farms. If each farm employed 8 workers, how many workers would there be in all?

2. A tobacco farmer receives $1,200.00 per acre of land. How many acres would he have if he received $10,800.00 for his tobacco.

3. Tobacco farmer A and tobacco farmer B receive $1,200.00 per acre of tobacco. Farmer A only has 7 acres. How much money would farmer A receive? If farmer B only has 1/2 the amount of land of farmer A, how many acres would farmer B have? How much money would farmer B make?

4. If 70% of American adults do not smoke tobacco cigarettes, then what percent of American adults do smoke cigarettes?

5. Approximately 350,000 people die each year from smoking cigarettes. If we reduce this number by 1/4, how many people would still die from cigarette smoking?

INTEGRATED LEARNING ACTIVITY

TOPIC: Agriculture - Tobacco Farming

WHAT: Debate: "Tobacco Farming As A Major Source of Martin County's Farm Production vs. Health Hazards From Its Use"

Debate Panel: For: "Tobacco Farmer"
"Agri-Businessman"

Against: "Doctor"
"Health Educator"

WHY: Communications Skills
Listening Goals 1-5
Speaking Goals 2-5
Reading Goals 1,2,3,4,5,7,8,9
Writing Goals 1-6
Study Goals Goals 2-5

Health Education
Chemicals and Substance Abuse Goals 2-3
Social Studies Skills 2,3,4,6,8,18,19

HOW:
1. Divide class into groups of four
2. Groups select pro/con issue
3. Groups research for information utilizing:

newspapers, magazines, pamphlets and charts, maps, brochures, and other information from U.S. Department of Agriculture, 310 New Bern Avenue, Raleigh, N.C., North Carolina Agricultural Extension Service, Extension Teletip 1-800662-7301, Specialized Agricultural Publications, Inc. Box 95075, Raleigh, NC 27625, Tobacco Reporter, 3000 Highwoods Blvd., Suite 300, Raleigh, NC 27625, Coastal Plains Farmer, The Flue Cured Tobacco Farmer (both same address as Tobacco Reporter, Tobacco Deeply Rooted in America's Heritage, The Tobacco Institute, 1875 I Street Northwest, Washington, DC 2006, Soil Conservation Service, local libraries, Chambers of Commerce, Tideland Research Station, RFD 2, Plymouth, NC 27962, Eastern Lung Association, 42 South Pitt Street, Box 1407, Greenville, NC 27834 Agriculture Consultation Services (contract with farmers to do pesticide researches), Farm Bureaus, Field Based Research trip to Tobacco Museum, Kenly, N.C.

Prior to debate, resource people from local Agricultural Extension Services and Eastern Lung Association will speak to class on the pro/con issue "Tobacco Farming As A Major Source of County's Farm Production vs. Health Hazards From Its Use."

Teams would be instructed in appropriate rules/procedures of debating and given time and teacher guidance in preparing for the debate. All class members would be instructed how to judge the debates and given opportunity to both debate and judge a debate. This would serve as an evaluation of this educational activity.

MATERIALS: Researched notes for each team
Pads
Pencils
Tables
Chairs
P.A. system if in a large room
Water pitcher
Glasses

COMMENTS:
1) This activity might be presented to other classrooms.
2) Others in school might serve as "judges" or parents.
3) Debate might be presented at P.T.A., over radio, or public television.
4) Debate might be recorded, transcribed and published in local newspaper.
5) Transcribed debate might be published in school newsletter.

TOBACCO WAREHOUSE AUCTION
FIELD TRIP

QUESTIONS: Interview warehouseman

1) Amount of tobacco sold in week.
2) Preparation of tobacco for sale.
3) Number of cigarette companies represented at sales. Names
4) What determines price brought for tobacco?
5) Does everyone understand the "chant" of the auctioneer?
6) Does the warehouse pay the auctioneer for his services?
7) How do farmers transport tobacco to the warehouse?
8) How long does the tobacco that is sold remain at the warehouse?
9) Is there a big "turn over" in number of tobacco farmers who sell at this warehouse each year?
10) How much, if any, has tobacco farming decreased in this county in the last 10 years?
11) Is there a solution to the conflict between the tobacco industry and the health issue?

TOBACCO FARM

Contrast modern-day tobacco farm with 1800 farming.

1) Visit a modern-day tobacco farm.
2) Observe harvesting of tobacco.
3) Observe use of equipment.

Questions:

1) Why is tobacco grown in this county?
2) Farming changes that have taken place in his/her lifetime. (may graph this)
   a. Acreage quotas
   b. Pesticide use
   c. Modernization of machinery, equipment (amount of labor force reduction in harvesting now)
   d. Use of tobacco
   e. Governmental controls
      1. Sale of tobacco - Designated warehouses
      2. Preparation for market (sheets instead of "hands" of tobacco)
      3. Changes in clothing of tobacco farmers over time
      4. Warnings on cigarettes tobacco products (other?) snuff, chewing tobacco
   f. Importance (economically) of tobacco as a means of livelihood in this county today.
   g. Effects of weather (or lack of) on tobacco crops (irrigation systems)
   h. What parasites/pests infect tobacco? (Remedies used to combat in h)
   i. Do you rent acreage or have your own?
   j. Which of i is more profitable?
   k. What does it cost go grow a tobacco crop?
   l. How have prices for tobacco changed over the past 10 years?
   m. What other crops could be grown as alternatives to tobacco?
   n. How do you "cure" your tobacco? What does it cost per barn or for entire crop?
   o. Do you have insurance on your crop? How expensive is this?

INTEGRATED LEARNING ACTIVITY

TOPIC: Agriculture/Tobacco Farming

WHAT: In learning of the growth and production of a tobacco crop students will demonstrate ability to develop directional questions and transfer this to a map development activity, showing directions that point N.S.E. and W.

WHY: Communications Skills
- Listening Goals 1-5
- Speaking Goals 1-5
- Reading Goals 1-5, 7-9
- Writing 1-6

Visual Arts Goals 2-3

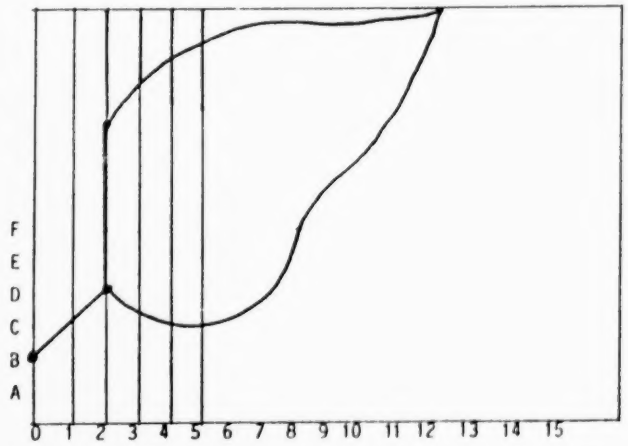
HOW: Have students draw a grid with the vertical lines labeled 0-15 at the bottom and the horizontal lines labeled A-S on the left side. Explain directions for North, South, East, West and how to plot points on a grid.
Plot the first 3 points together and connect. Ask for questions.
Class completes tobacco leaf. Color the leaf brown.

MATERIALS: paper, pencils, rulers, brown crayons, directions (oral and written)

Activity

Points to plot that form tobacco leaf when connected in this order:

North 0B	Northeast 2D	North 2I	Northeast 5L
Northeast 8N	Northeast 12 0	South 12I	Southwest 11G
Southwest 9E	Southwest 6B	West 4B	Northwest 2D
Northeast 3E	Northeast 7I	Northeast 10L	Northeast 11N
Northeast 12 0			



INTEGRATED LEARNING ACTIVITY

TOPIC: Agriculture - Tobacco Farming

WHAT: Determine sequence of ideas/events, recognize and recall sequence of ideas/events to understand the growth process of tobacco from seed bed to the curing barn. (This may be used as a culminating activity.)

WHY: Communications Skills
- Reading Goals 1 - 9
- Writing Goals 1 - 6
- Listening Goals 1 - 5
- Viewing Goals (all)
- Study Skills (all)

HOW: Number the sentences from 1-8 to show what happens first, second, etc., in the growth of a tobacco plant.

_____Prepare the plant bed by cultivating and fumigating the soil to remove grass and weeds.

_____When the bottom leaves start to turn yellow, break off a few leaves each week.

_____Pull the plants from the seed bed and transplant them in the field using a tobacco transplanter.

_____The leaves are placed in a special barn where heat is used to "cure" them.

_____Plant the seeds in the seed bed.

_____When the plants are mature, break off the flowering top and apply chemicals to keep suckers from growing between the leaves and the stalk.

_____Cultivate the rows of tobacco often to kill the weeds.

MATERIALS: Worksheet
Pencil

INTEGRATED LEARNING ACTIVITY

TOPIC: Agriculture - Tobacco Farming

WHAT: Children compose/write words to song (to the tune "Farmer in the Dell") including rhythm and movement to depict planting tobacco to its sale at a warehouse.

HOW: Children get into circle or move individually to perform various movements/actions the song suggests to understand what the farmer does to raise the crop.

WHY: Arts Goals
- Dance 1-12
- Music 1-5

Communications Skills
- Listening Goals 1-5
- Speaking Goals 1-5
- Reading Goals 1-9
- Writing Goals 1-6

MATERIALS: Activity one - none
Activity two - various colors of tobacco leaves

Activity I
(Song) "The Farmer Plants the Tobacco"

The farmer plants the seeds
The rain begins to fall
The sun begins to shine
The seeds begin to grow
The farmer transplants the tobacco
The farmer tops the tobacco
The farmer primes the tobacco
The farmer cures the tobacco
The farmer sells the tobacco
And now we'll dance and sing
Because our work is done
Heigh ho, the derrio
And now our work is done!

Activity II
Song: "Jump Down Turn Around Pick a Tobacco Leaf"
(Tune: "Jump Down Turn Around Pick a Bale of Cotton")

Jump down turn around pick a tobacco leaf.
Jump down turn around pick a tobacco leaf.
Jump down turn around pick a tobacco leaf.
Hold it up. Hold it up!
So everyone can see.

(Insert various colors of tobacco leaves)

INTEGRATED LEARNING ACTIVITY

TOPIC: Tobacco and Your Health

WHAT: The students will complete a crossword puzzle that reinforces vocabulary terms as well as useful tips associated with tobacco and health, and participate in a group discussion of this.

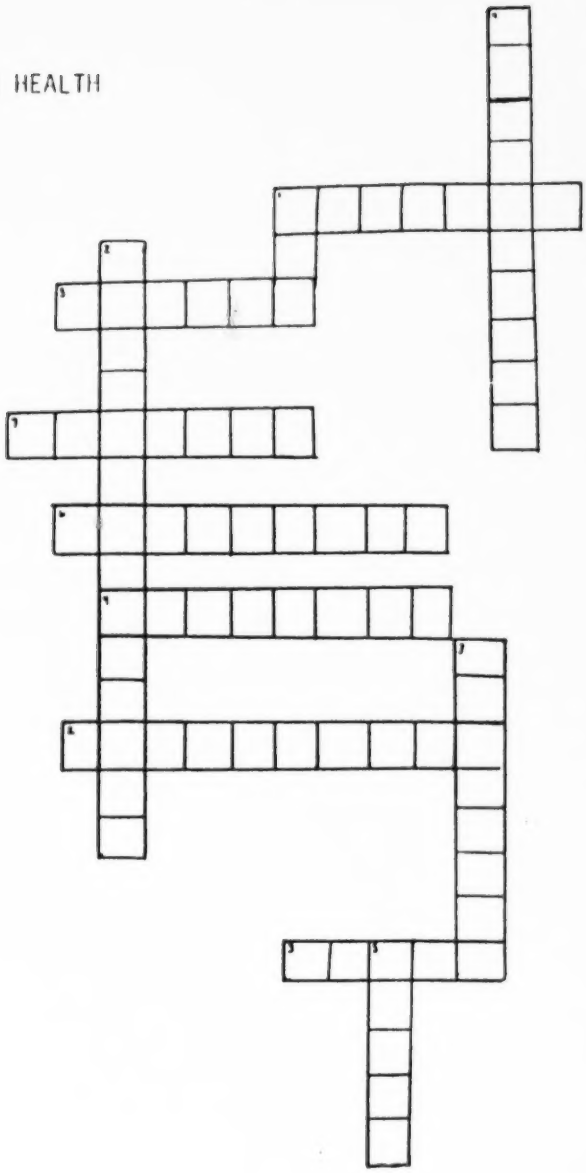
WHY: Communications Skills
- Listening Goals 1-5
- Speaking Goals 1-5
- Reading Goals 1,2,3,5,
- Writing Goals 1,4

Healthful Living 3.1-3.5

HOW: Following a discussion of tobacco and its effect on the body, the crossword puzzle that follows may be worked to reinforce vocabulary and health facts. The students may be given the vocabulary list or they may be given a source to read and find the material. (text)
Vocabulary:
Tobacco, lung cancer, emphysema
Diseases, carbon monixide, tar nicotine
Lungs, cigarettes, never, faster, shorter

MATERIALS: puzzle
pencils
text

TOBACCO AND YOUR HEALTH



ACROSS

1. _____ is the filling inside cigars and cigarettes.
2. _____ may be the most harmful form of tobacco.
3. People who smoke breathe smoke into their _____.
4. _____ is a drug found in tobacco that makes the openings of blood vessels smaller than they should be.
5. Smoking causes the heart to beat _____.
6. _____ is a disease caused by smoking that makes breathing difficult.
7. Many smokers live _____ lives than nonsmokers.

DOWN

1. _____ is a sticky brown substance that coats the inside of the windpipe.
2. _____ _____ is the gas found in tobacco smoke that takes the place of oxygen in a smoker's blood.
3. Smoking cigarettes can cause some harmful _____.
4. Smoking can sometimes cause _____ _____. This disease causes lumps to grow in a smoker's lungs.
5. The best way to prevent lung cancer and emphysema is to _____ start smoking.

INTEGRATED CURRICULUM - RESOURCE FILE
MAJOR TOPIC: AGRICULTURE
FOCUS: TOBACCO FARMING

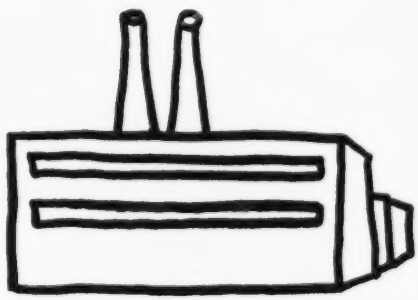
RESOURCES:

.County Agricultural Extension Agency
.Soil Conservation Service
.Local tobacco farmers
.Local agri-businessmen
.Historical Society File (Community College)
.Public Library
.Maps of town, county (Chamber of Commerce)
.Chamber of Commerce
.Tidewater Research Station, RFD 2, Plymouth, NC 27962
.Local newspaper
.State newspapers
.American Lung Association of N.C., PO Box 1407 Greenville, N.C. 27834
.Public Health Department
.Carolina Carousel film series, Regional Center
.Classroom textbooks
.4-H
.Livestock Specialist (with Agriculture Extension)
.Production Credit Land Bank
.Agriculture Consultation Services (contract with farmers to do pesticide researches, etc.)
.Small Business Association
.Farm Bureau
.Extension Tele-Tip, N.C. Agricultural Extension Service, N.C. State, Raleigh, N.C.
.U.S. Department of Agriculture, Washington, D.C.
.Tobacco Museum, Kenly, N.C.
.N.C. Agricultural Extension Service, N.C. State, Raleigh, N.C.
.Local weather stations
.Flue-cured Tobacco Co-Op Stabilization Corp. 1304 Annapolis Drive, Raleigh, N.C.
.Tobacco Growers Information Committee In., 5858 Faringdon Place, Raleigh, N.C.
.Tobacco Warehouses
.Tobacco Radio Network, 711 Hillsborough Street, Raleigh, N.C.
.Tobacco Association of U.S., 3716 Brooks Avenue, Raleigh, N.C.
.N.C. Tobacco Institute
.Tobacco Growers Association of N.C., 1315 Brooks Avenue, Raleigh, N.C.
.County Libraries
.Soil Conservation Topics Education Kit, Vol. IV: U.S. Department of Agriculture, Raleigh, N.C.
.Tobacco Information 1986, County Agricultural Extension Services
.Green Leaf and Gold Tobacco in N.C., State Department of Archives and History,
.Agriculture in N.C. Before the Civil War, Dapartment of Archives and History, Raleigh, N.C.
.Tobacco, Deeply Rooted in America's Heritage, N.C.
.Tobacco Reporter, PO Box 6169 Duluth, Minn. 55806
.Flued Cured Tobacco Farmer, PO Box 95075, Raleigh, N.C.
.Coastal Plains Farmer, P.O. Box 95075, Raleigh, N.C.
.The Kid's Guide to N.C., Northeast Regional Education Center, Williamston, N.C. 27892
.Natives and Newcomers, Northeast Regional Education Center, Williamston, N.C. 27892
.Close To The Land, Northeast Regional Education Center, Williamston, N.C. 27892
.The Quest for Progress, Northeast Regional Education Center, Williamston, N.C. 27892

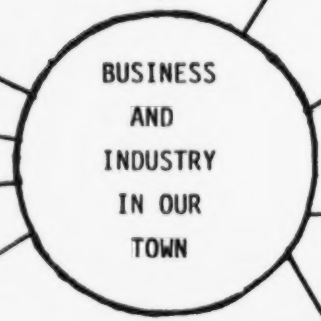
Pamphlets and Brochures from local Agricultural Extension Department

BUSINESS AND INDUSTRY

Mildred Bazemore
Research and Testing Coordinator



GOALS AND OBJECTIVES



MEDIA

1.10 Identify Community Resources
4.6 Present information and ideas through personally designed produced media
2.20 Select and use reference material
2.21 Select and use current periodicals

ART

Music 5.8 Know composition from N. C. musical heritage (songs from labor union or about factory work)
Theater Arts 1.5 Pantomine (tasks in a production process)
Visual Arts 3.1 Drawing and Painting - (mural of Business or Industry)

HEALTHFUL LIVING

1.3 School Safety Education
1.1 Know and apply safe practices related to field trips. Work Safety

COMMUNICATION SKILLS

All - Listening, Speaking, Reading, Writing, Viewing

SCIENCE

1.4 Be aware of current events in Science
3.9 Know the relationship between energy and matter
3.10 Know principle of mechanical energy

SECOND LANGUAGE

1. Listening
2. Speaking
3. Pre-Reading
4. Reading
5. Writing

SOCIAL STUDIES

12.1 Categorize the economic resources of N. C. as natural, human, or capital
12.2 Identify economic resources in N. C.
12.3 Suggest use of economic resources
12.4 Identify relationships among location of labor, supplies, production plants, transportation facilities
13.1 Identify economic resources to produce a particular good or service
13.2 Identify source resources in the production of a good or service

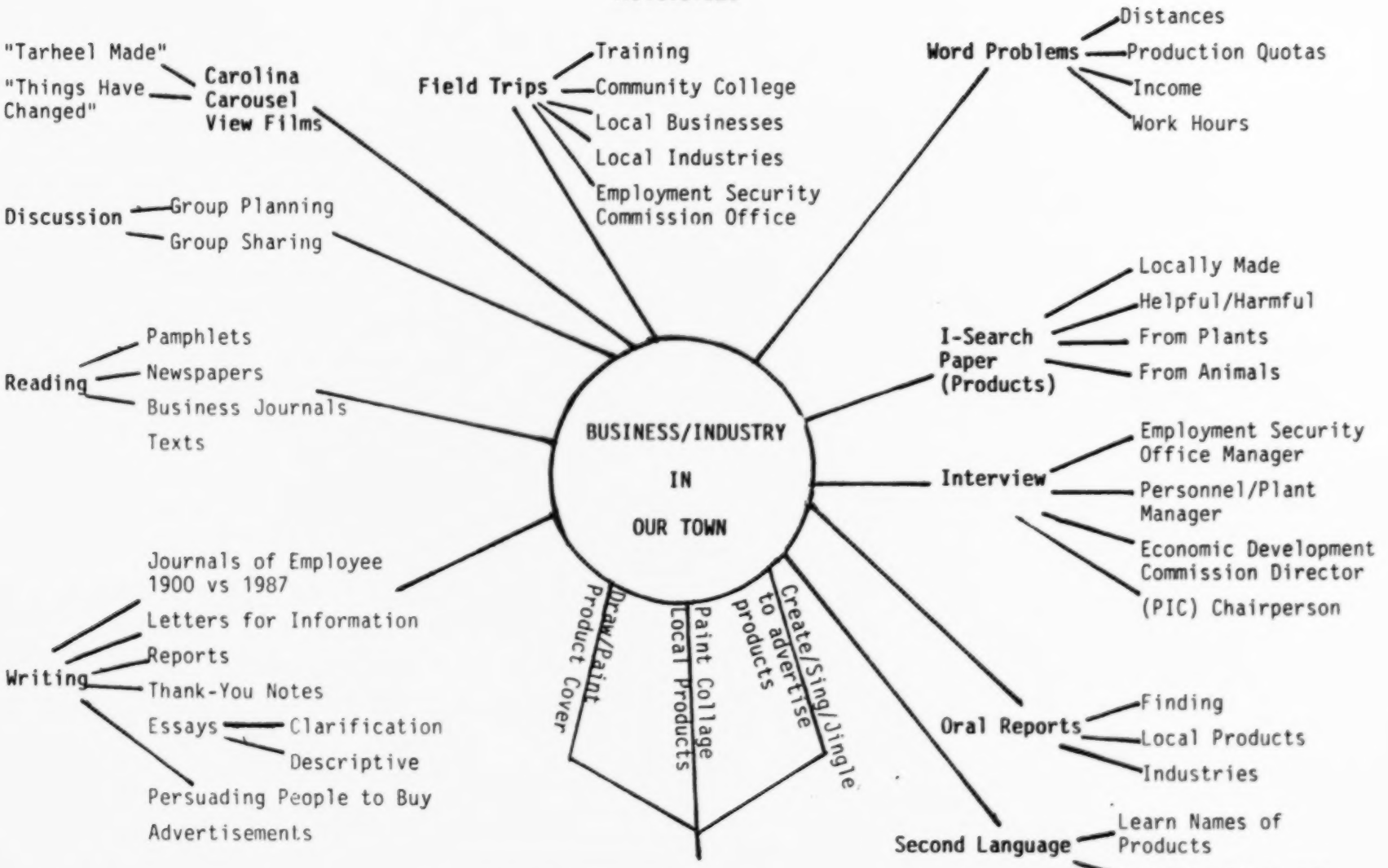
(16.1 and 16.2, 20.1 and 20.2)

MATH

7.1 Determine the frequency of events and tally
1.2 Change numbers to word form (read budgets)

GOALS AND OBJECTIVES

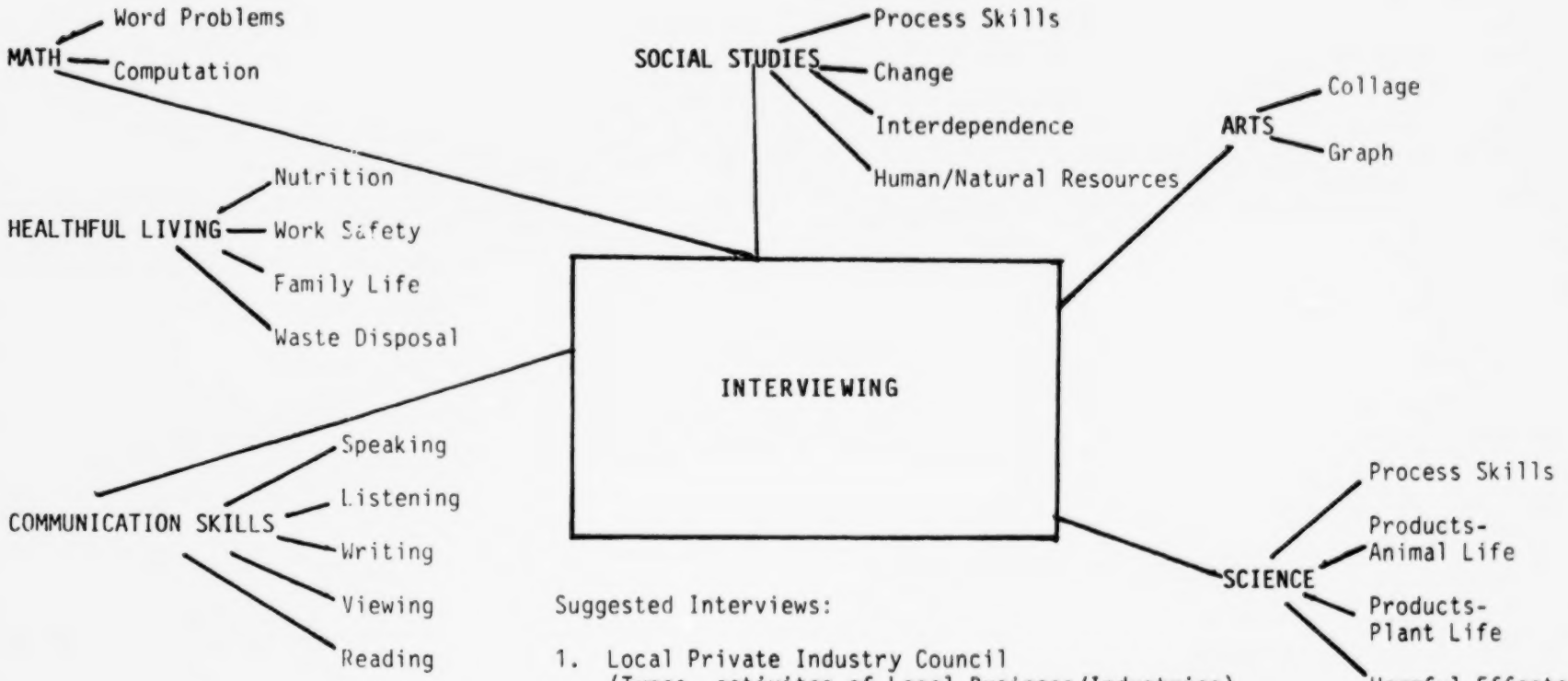
ACTIVITIES



Dramatic Presentation

Simulation: Organize/Establish a Business/Industry for Martin County
Students become corporate executives in planning

GOALS AND OBJECTIVES



Suggested Interviews:

1. Local Private Industry Council
   (Types, activites of Local Business/Industries)
2. Local Industry Plant Manager/Personnel Manager
   (Geographical location, natural/human resources, tour)
3. Head of Chamber of Commerce
   (Types of businesses, number of employees, products made)
4. Local Newspaper Editor
   (Changes over years)
5. Director Local Health Department
   (Positive Effects) (Harmful Effects)
6. Director Social Services
   (Family Life) (Local Economy)
7. Director Economic Development Commission
   (Resources) (Attracting Industry)
8. Employees Employed in Various Fields
   (Parents) (Teachers)

Suggested Student Activity:

Complete this chart to compare your week with the week of a fourteen-year-old mill worker in 1900. Estimate the mill worker's hours for playing and doing chores in 1900 and compare it with what you do today. Put your hours in the right-hand column for each day and for the total hours.

	M		T		W		Th		F		S		S		Total	
Job	12		12		12		12		12		6		0		66	
Sleep	8		8		8		8		8		8		8		56	
School	0		0		0		0		0		0		0		0	
Church	0		0		0		0		0		0		3		3	
Chores																
Play																
Totals	24		24		24		24		24		24		24		168	

How do your lives compare?

--On a weekday, how many hours does the mill worker spend at work and asleep? How many hours are left for chores and for play?

--About 40% of the mill worker's week is spent at work (66 of 168 hours). How much of your week is spent at work? How much is spent at school and doing schoolwork?

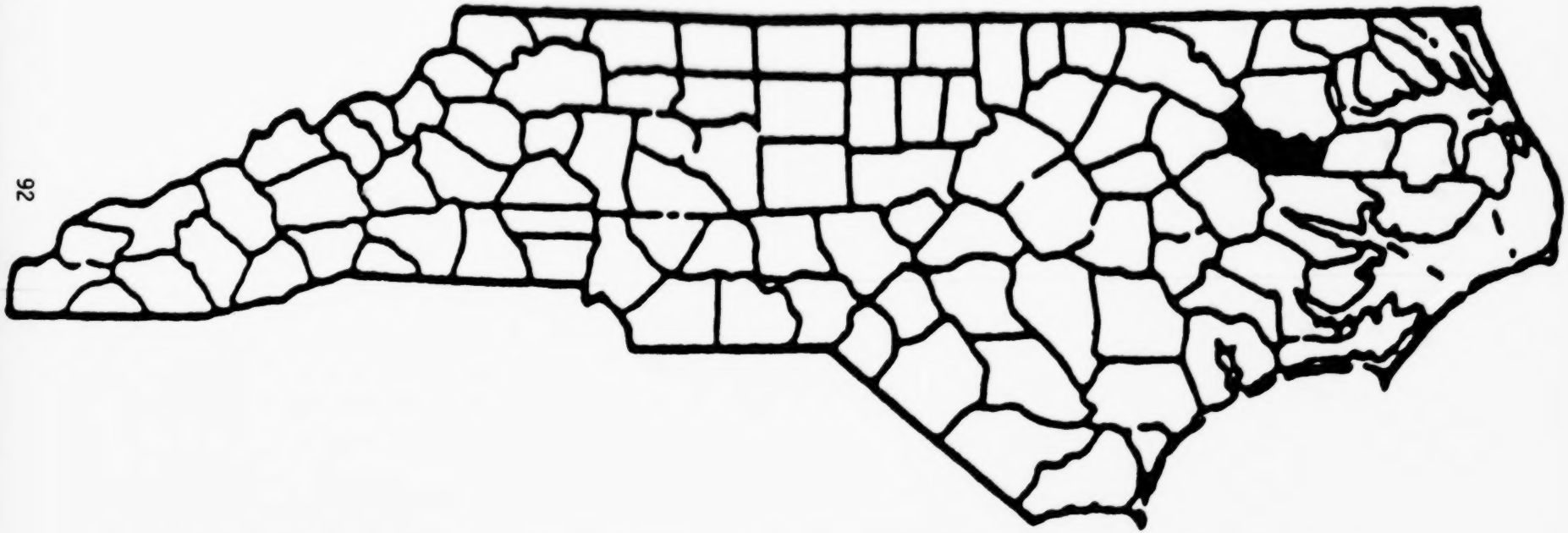
--What would you trade in your week's schedule with the mill worker? What do you think the mill worker would want to trade with you?

Reprinted with permission from N. C. Division of Archives and History. Tarheel Junior Historian, Fall 1986, Volume 26, Number 1, "A Two-Hundred-Headed Family", page 34.

Suggested Student Activity:

1. Look at the map of North Carolina, identify the counties that are surrounding Martin County. Locate and label the major landforms and bodies of water in Northeastern North Carolina. SS 1.1.1. CS 3.1.2

2. Look at the map of North Carolina, identify the State Capitol. Draw a star at its location. Is the State Capitol located in the Coastal Region like Martin County? If not, what region of the state is the State Capitol located? SS 2.1.1



3. Write a first draft of a descriptive essay describing Martin County, its location, its people and the products it produces or grows. CS 2.1.1 Why do you feel Martin County produces the products that it does?

Task A: Business and Industry Survey

1. Make a categorical list of business and industries in the community.

   A. Grocery Stores B. Clothing Stores C. Restaurants

   D. Service Stations E. Convenience Stores F. Specialty Shops

   G. Cottage Crafts H. Lodgings I. Recreational Businesses

   J. Real Estate/Time Sharing K. Building Trades

2. Graph the data obtained from task 1.

3. What do the graphs tell you about the community?

   A.

   B.

   C.

   D.

   E.

   F.

Task B: Study of One Business/Industry

1. Devise your own method for collecting and recording data concerning this business/industry.

2. Design your own interview guide. Using the guide, interview one person connected with the business/industry. Record your findings in a method of your choice.

3. Analysis of the use of the interior space in the structure. Note how the nature of the business dictates the use of space.

4. Describe the relationship between the business and the community.

Task C: Creating

1. Create a new business/industry which you feel would be successful in this community. Justify your choice and fully describe the business. Project a budget for your first two years.

2. Create a dance which symbolizes your new business/industry.

BUSINESS AND INDUSTRY RESOURCES

Carolina Carousel: Teacher's Guide, North Carolina Department of Public Instruction, Raleigh, "Tarheel Made," pp. 23-26, "Things Have Changed", pp. 17-19.

Chamber of Commerce in your area.

Chickenomics, 16mm color film on loan from Northeast Regional Education Center.

Exploring the Community Market Place: The Community Publishing Company, (Grades 3-4) No. 354, $17.50, Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

Learning Economics Through Children's Stories, No. 363, $4.95, Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.

Tarheel Junior Historian (Life and Labor in a Texile Mill Village), "A Two-Hundred Headed Family," North Carolina Division of Archives and History, Fall 1986, Volume 26, Number 1, pp. 32-34.

APPENDIX

INTEGRATING NUTRITION EDUCATION IN THE FOURTH GRADE CURRICULUM

The nutrition competencies for fourth grade are incorporated in the Healthful Living Course of Study. The fourth grade nutrition competencies are:

1. Selecting foods that meet body nutrient needs
2. Food package labels as sources of nutritional information
3. Nutritional values of foods produced in North Carolina

These competencies can be easily and creatively integrated in other content areas.

Several publications produced by the Division of Child Nutrition are designed to help teach nutrition concepts. Among those that fourth grade teachers find useful are:

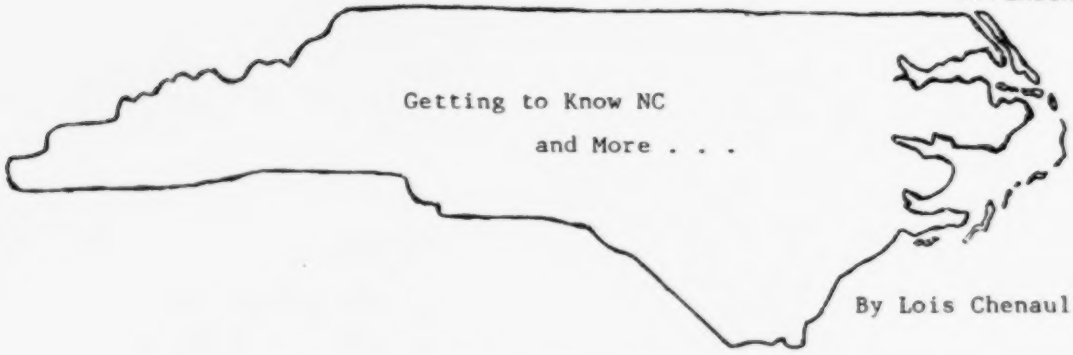
USING FOOD EXPERIENCES TO REINFORCE ACADEMIC OBJECTIVES: A manual which presents innovative ideas to assist elementary teachers in providing opportunities to help children learn basic academic skills in the areas of reading, language arts, mathematics, science and social studies through classroom food experiences. The manual describes food experiences which can be integrated into the existing curricula.

NUTRITION EDUCATION SUPPLEMENT TO TEXTBOOKS (NEST): Nutrition education activities in this manual give administrators and teachers ideas and techniques for implementing nutrition education in established elementary curricula. Lessons are provided at each grade level. NEST is a resource designed so that nutrition

will be taught as a part of the existing curriculum rather than a separate subject. Students who use the curricula become responsible decision makers and consumers; clarify values in food selection; understand eating habits as a behavior; establish good food habits and awareness of total daily intake and enjoy selecting, preparing and sharing foods with others.

ANNOTATED BIBLIOGRAPHY OF NUTRITION EDUCATION, 1984.

If these resources are not available in your school, contact your local Child Nutrition Director or the Northeast Regional Education Center Child Nutrition staff in Williamston, NC, (919) 792-5166.



Ideas for an integrated learning center for fourth grade

This is a simple list of ideas that you might find useful in making your own learning center, or you can incorporate specific activities as you teach the subjects across the curriculum.

ART (work with the art instructor or ask for parent volunteers)

NC Indian Tribes:

- vests made from grocery bags
  decorate with paint, crayon, or felt marker designs
- weaving with paper or thick yarn
- make bowls or pipes from clay or flour dough-paint when dry
- make musical instruments; drums, shakers from metal or cardboard containers, dried beans or rice make good "rattles"
- face painting: use finger paints
- arm and ankle bands from paper or braided twine
- use sticks and brown paper with black paint to do primitive art (picture writing or cave wall painting)
- make models of almost anything
- make ink from berries, feather pen writing
- pine cone bird feeders
- silhouette, stenciling (colonial art)
- mobiles of shells, landmarks, family history, etc.
- make wampum beads from rolled paper or dried pasta noodles
- design your own coat of arms or flag
- make a tin lantern, do tin punch
- make a small butter churn, make real butter
- make fossils from plaster of Paris, use shells, leaves, etc. for impressions
- at Christmas, decorate your class tree with only old-fashion items: popcorn, cranberry, or dried apple slices garlands
- shadow box reports on books read or subject researched
- make your own filmstrip from celluloid using colored grease pencils; don't hesitate to share these with other classes
- make a local scrapbook; include photographs and information about famous landmarks and people in your community
- visit art galleries, museums, craft fairs
- invite local artists to visit and demonstrate their crafts; basket weaving, corn shuck dolls, candle making, lap quilting, carving, painting in all media
- collect articles about famous NC artists and local painters
  ask them to visit and do a demonstration or visit their studio

- make a relief map of NC or your county
  MIX: 1 part flour to 2 parts salt and add water to make workable
- make a collage of: your county, community, region, things that pollute, etc.
- make a bulletin board titled: NC LANDMARKS; have students draw large size pictures of different landmarks, cut out, mount, and display
- make your own classroom flag using felt scraps or other materials

DANCE (work with the music teacher in planning)

- Indian rhythms: dancing (pantomime), movements to rhythms could be exercises rather than dance, use instruments made in class
- square dancing, Virginia Reel (done at gatherings such as a corn shucking in colonial NC)
- minuet (done at plantation parties)
- tap dancing (slaves began this style); make your own tap shoes by using thumb tacks placed in thick soled shoes
- put together and produce a musical based on your own area's history

MUSIC

- songs of the mountain region, ballads, folk music; guitar, banjo, harmonica, fiddle
- learn all the traditional NC songs: "Carolina Moon," "The Old North State," "Legend of the Lost Colony," etc.
- make up your own songs about NC, your town, region, etc., local heroes
- perform songs on tape and video
- learn waht early instruments were commonly played during colonial times
- form a jug band; make your own instruments: crock jug, saw, washboard, comb and paper, spoons, etc.
- invite artists from community colleges to perform, also local musicians and groups who specialize in a unique type of music

DRAMA

- have students write, produce, make costumes, do make-up for their own play play about NC
- study outdoor dramas: Lost Colony, Unto These Hills, Strike at the Wind, The Liberty Cart, Blackbeard: Knight of the Black Flag
- visit one, if you can, or ask an actor to come talk with your class; just visit the sight during off-season and discuss the stage and production of such a drama
- do a radio play complete with student-made sound effects
- puppets, puppet shows
- charades (game of pantomime); students could "act out" kinds of jobs people in NC do, famous landmarks, names of towns, cities, lakes, rivers, etc.

READING

- have a variety of books of various reading levels, pamphlets, newspapers, magazine articles, booklets about NC
- make a tape of the teacher reading a story while student follows along; include a written follow-up or student/teacher discussion

- vocabulary building with many new words in different contexts
- provide many writing activities: poems, songs, listings, tall tales, plays, reports, compositions, etc.
- NC authors: Carol Marsh, local children's author writes "history mysteries" and a variety of other material
- Ellen Johnston-Hale, NC Poet-In-The-Schools, has several excellent books that really help in getting students to write poetry
- NC Council of the International Reading Association has a Writing Project Publication, TAR HEEL FOLKS, all writings are by NC school children K-12
- The Jack Tales a book of traditional mountain folk tales written in the dialect of Appalachian people
- NC ghost stories; films are also available
- many local and community people are known for their story telling abilities; invite them to visit
- visit community libraries; ask those librarians to share new materials with your students

WRITING

- make up ghost stories; read them with the lights off!
- put together a semester newspaper; have editors, reporters, proofers, typers (do this on the computer), even a staff to deliver
- make time lines of important events in your life
- write a story your parents told you about when they were growing up
- adopt a "special someone"; interview them; write about them; share your someone with the class by having a party and inviting all the special people
- write an advertisement about your school or state
- write the mayor, legislature, governor
- participate in writing projects for special events: National Education Week, American Heritage Week, Dental Health Month, Teacher Appreciation Week, etc.

SPEAKING AND LISTENING

- presenting writings to small and whole groups
- dramatics; plays, role playing activities
- interviewing
- giving directions
- viewing films and tapes
- when visitors come, students listen and ask questions
- groups are given subjects and problems to discuss; results are then reported to the whole group

HEALTH

- parent volunteer comes dressed as a witch during October to talk about safety tips for trick or treaters
- community hero or sports figure comes to talk about drugs
- go on a school ground safety check; groups make notes of any unsafe findings; present to principal or decide what the class can do to help
- invite a Health Department worker to talk about diseases, etc.
- invite a hospital worker to talk about his or her job

PHYSICAL EDUCATION

- exercise to rhythms
- start a physical fitness program
- play old fashioned games as the NC colonists did

MATH

- measurement
- games of all kinds using basic addition and multiplication facts
- problem solving on task cards
- skills involving recognition of geometric shapes
- estimating
- all skills used in doing map work, art projects
- baking a cake shaped like NC or other recipes using the measurement skills
- make a class cookbook and try some of the things in it
- Tic-Tac-Toe played using transparency and overhead projector
- matching charts; can be used when teaching money, number names, Roman Numerals, etc.

SCIENCE

- collect and identify NC leaves, shells, etc.
- collect and identify soil samples from different regions
- invite weatherman, geologist, forest ranger, marine biologist, etc. to class
- visit state parks, museums
- study NC wildlife and their habitats
- discuss "weather folklore" Farmer's Almanac

SOCIAL STUDIES

- have a Barter Day
- visit historic sights
- make a time capsule
- visit the county seat and sit in on a court session
- invite people having different careers to come talk about what they do
- visit a rest home and do something special for the residents
- write to other fourth graders in the state to become Tarheel Pen Pals
- take a walking tour of your neighborhood or downtown area
- keep in touch with special events held at your mall
- set up a bird feeder outside your classroom window; keep a log of the kinds of birds that come to eat

and there is much more, just keep adding to this list . . . . . .

THE I-SEARCH PAPER

DESCRIPTION

The I-Search paper is designed to teach the writer and the reader something valuable about a chosen topic and about the nature of searching and discovery. As opposed to the standard research paper in which the writer usually assumes a detached and objective stance, the I-Search paper allows you to take an active role in your search, to hunt for facts and truths firsthand, and to provide a step-by-step record of the discovery process.

TOPIC

The cardinal rule of the I-Search paper is to choose a topic that genuinely interests you and that you need to know more about. You may want to research teenage alcoholism, whether to pursue a second career in interior design, the effects of divorce on the American family, the pros and cons of several popular diets, and so forth. The important point is that you choose the topic you will investigate rather than having the instructor select a topic or even provide a number of options.

> ***A meaningful search grows from seeds in the writer's life, which need to be revealed immediately to the reader.***
>
> KEN MACRORIE

FORMAT

The I-Search paper should be written in three sections: (1) What I know, assume, or imagine; (2) The search; and (3) What I discovered.

What I know, assume, or imagine. Before conducting any formal research, write a section in which you explain to the reader what you think you know, what you assume, or what you imagine about your topic. For example, if you decided to investigate teenage alcoholism, you might want to offer some ideas about the causes of teenage alcoholism, provide an estimate of the severity of the problem, and create a portrait of a typical teenage drinker, and so on.

The search. Test your knowledge, assumptions, or conjectures by researching your topic thoroughly. Consult useful books, magazines, newspapers, films, tapes, and other sources of information. When possible, interview people who are authorities on or who are familiar with your topic. If you were pursuing a search on teenage alcoholism, you might want to check out a book on the subject, read several pertinent articles in a variety of current magazines, make an appointment to visit a rehabilitation center for alcoholics, attend a meeting of Al-Anon or Alcoholics Anonymous, and consult an alcoholism counselor. You might also ask a number of teenagers from different social and economic backgrounds what their firsthand exposure to alcohol has been and whether they perceive any alcohol problems among their peers.

Write your search in narrative form, recording the steps of the discovery process. Do not feel obligated to tell everything, but highlight the happenings and facts you uncovered that were crucial to your hunt and contributed to your understanding of the topic. Document all your sources of information, using formal footnote form when it is appropriate.

What I discovered. After concluding your search, compare what you thought you knew, assumed, or imagined with what you actually discovered; and offer some personal commentary and draw some conclusions. For instance, after completing your search on teenage alcoholism, you might learn that the problem is far more severe and often begins at an earlier age than you formerly believed. You may have assumed that parental neglect was a key factor in the incidence of teenage alcoholism, but you now find that peer pressure is the prime contributing factor. Consequently, you might want to propose that an alcoholism awareness and prevention program, including peer counseling sessions, be instituted in the public school system as early as the sixth grade.

BIBLIOGRAPHY

At the close of the report, attach a formal bibliography listing the sources you consulted to write your I-Search paper.

By Carol Booth Olson, Codirector, UCI Writing Project
From Practical Ideas for Teaching Writing As a Process

CONDUCTING AN INTERVIEW

MAKE AN APPOINTMENT.

Tell the person who you are and why you want an interview. Set date, time and place to meet.

BE PREPARED.

Write out what you want to ask. Keep questions short and direct. Be confident, and speak clearly.

BE POLITE.

Listen carefully without interrupting a person's answer. Take only the time agreed upon. Be sure to thank the person when you have finished.

TAKE NOTES.

Write the information you need to know. Don't depend on your memory to recall what a person said. Ask permission to quote a person. If you need to quote a person's exact words, write carefully. Then, ask the person to read what you have written to make sure you have the exact words.

Ask the person before the interview if you may tape the interview.

You may wish to take notes on the surroundings, person's actions, and other facts or impressions you wish to remember about him/her.

List questions you want answered leaving space for answers. This will provide a logical order of collecting needed information; or you may use large note cards.

Immediately after the interview, read over your notes. Do they make sense? Fill in any important information you may not have written down. Check any abbreviation you used. If you think you may not be able to remember the abbreviations later, replace abbreviated words with complete words now.

Ask follow-up questions to get more details.

THE FIELD EXPERIENCE

I. Rationale

The field trip is an important part of the instructional program in all curriculum areas. Field trips enable students to engage in first-hand learning experiences, to see for themselves rather than being told about, to discover, to apply what they are learning in real life settings.

II. Special Considerations in Planning a Field Trip

Before you go:

A. Have objectives for the field trip.
Plan your field trip with some definite purposes in mind. Be sure your students are aware of these purposes. Give them a preview of what you hope to see or the kinds of things to look for on the trip.

B. Maintain social control. Some discussion of their social behavior should be conducted prior to the field trip.

C. Inform students of special needs and considerations such as:
1) pencils, notebooks, and collecting bags
2) special clothing, boots, etc.
3) permission slips
4) expenses for bus, food, etc.
5) insect repellent

D. Visit the site prior to the trip and plan the observations and activities that will contribute to your objectives. If you're going to visit a pond to observe the frog eggs, you'd better make sure they are there! Make arrangements for guided tours, when appropriate.

E. Consider the safety of the students before you go on the field trip. Inform them of poison ivy, ticks, poison sumac, or other potential hazards.

F. A small first-aid kit should be taken if the field trip is some distance from the school grounds. A Red Cross guide can provide a list of the essential items which should be included.

G. Glass jars can be dangerous containers for collecting specimens on a field trip. Paper, cloth or plastic bags, and plastic vials serve the purpose and may prevent cuts if the student falls.

H. Using a buddy system on a field trip may serve as an aid to keeping track of the students.

I. Due to the fact that water pollution is so common today, precautions should be taken to assure that when wading, if a child is cut or scratched, the wound is treated immediately.

On the Trip:

A. When you reach the area, don't delay starting on the field work. Discussions of social behavior and special considerations should have taken place in the classroom prior to the trip. Taking time for such things once the children are in the field is as ineffective as giving instructions for an exploratory lesson after the children have begun work.

B. When you point something out, make sure they all can see it.

C. Encourage student participation.
- If you're looking for evidence of predator-prey relationships, have students look for them also.
- Instead of you pointing out evidence of interaction, have students find examples.

D. Be enthusiastic. Enjoy yourself! If you are sincerely interested, they will be too.

E. Be flexible and alert. If something unusual occurs, use it.

F. Allow your students an opportunity to observe and follow their investigations.

G. Set physical limits for the group so that you may maintain visual and vocal contact at all times.

H. The larger the class, the fewer the stops for your talking. Better planning is required for large groups.

I. Summarize the highlights of the trip in the field. If some question or problem occurs in recalling an observation, you can still go back to the site for another observation.

After the trip, plan for follow-up activities:

A. Films or filmstrips related to your trip, including snapshots or slides you took. (A Polaroid camera is ideal for this.)

B. Stories, books, magazine pictures that illustrate additional examples.

C. Reports, stories, or drawings made by the children that illustrate examples they observed of the concept you were trying to develop.

D. Class notebook or flip chart. This is especially effective if more than one trip to the same setting is planned.

E. When appropriate, establish a special area for continued observation and experimentation with things collected on the trip.

III. Possible Localities for Studying "Our Town":

A. Natural settings, such as pond, roadside, playground area, vacant lot, school lawn, stream, park

B. Municipal and County Government Offices

C. Public Library

D. Farm

E. Bus, Train Stations

F. Water Treatment and Sewage Facilities

G. Chamber of Commerce

H. Museums

I. Shops

J. Telephone Company

K. Utilities Company

L. Hospital

M. Department of Social Services

N. Department of Mental Health

O. Health Services

P. Agricultural Extension Agency

Q. Radio, TV Stations

R. Newspaper

S. Airport

T. Jail

U. Farm Bureau

V. Parks and Recreation

W. Retirement Facilities

X. Board of Education

Y. Restaurants

Z. Soil Conservation Service

Adapted from: Michigan State University, SCIS Trial Center; CONDUCTING A SCIS FIELD TRIP, by Donald Maxwell and Glenn D. Berkheimer.

SIMULATION GAMES

What Is A Simulation Game?

A simulation assigns students a role with resources for meeting a specified goal according to a set of permitted behaviors or rules. The content of the game represents some aspect of social reality. Students make decisions, stand responsible for the outcomes of the decisions and experience the rewards and frustrations contained in that particular slice of social life.

How To Select A Simulation

The teacher may select from a wealth of commercially prepared simulations. Bibliographies and reviews in professional publications are useful sources of information in identifying games that correspond to classroom content and objectives and suggest appropriate grade levels. The only real test of its probable classroom success is a careful reading of the instructor's manual and student materials. The teacher needs to evaluate the game for its objectives, complexity and readability. If you are a beginner, select a game that is short and simple and follow the instructions carefully. Simulations can be modified to meet your needs, but do not select one that demands furniture, room size, or any special equipment which is not available to you.

Advance Preparation

1. Go through the teachers guide, step by step, underline instructions, and visualize carrying out the simulation in your classroom with your students. If possible, preplay the game with a few students. Such a trial run helps to realize problems before they arise.

2. Check to insure that there are sufficient materials, forms, record sheets, score cards, pencils, and whatever resource materials are called for and that materials are in order.

3. Abide by the game's recommended number of players whenever possible. Studies indicate that game-overload results in less player interaction, less active participation, and a decrease in game impact because student's interest level is lowered.

4. Vary the ability levels within each team so that competing teams do not demonstrate obvious ability differences.

5. When possible, allow students to choose their own roles and teammates.

Immediate Preparation

1. If possible, have class furniture arranged and game supplies available before the students enter the room.

2. Introductions to the game should be brief. State its purpose. Present an overview of its content. Explain its operation. Avoid lengthy introductions and over-explanations which tend to dampen enthusiasm for the activity.

3. If this presentation occurred on a previous day, you might want to review briefly objectives and procedures of the game.

Game Play

1. During actual game play see that things run smoothly. Simulation games, like any learning medium, decrease in effectiveness and involvement when mechanical and structural breakdowns disrupt the smooth flow of activity. It is wise to check to determine if procedures are being handled correctly.

2. If students are proceeding in a direction which might eventually cause them to lose at the end of the game, it might be wiser to allow them to proceed and suffer the consequences of the game than to clue them in on what is happening.

3. Be prepared to answer the many questions which will necessarily arise because of your brief introduction to the game.

4. Even though you may find it a bit difficult, remain neutral in regard to game strategy.

5. Encourage participation and question students about decisions and strategies.

6. It seems best not to become too overconcerned with procedural mistakes during play. Call the participant's attention to the mistakes and tell them to go on. Such procedural mistakes are bound to occur in the early rounds of a game.

After the Game Is Over

The learning that results from simulations occur primarily during the discussions which follow it. Do not try to tell the students what they have experienced or learned, but ask them to compare real world events with what happened in their classroom. Carefully guided discussion will build and reinforce the concepts and general principals involved in the game.

A Final Word

Simulation games have great potential as a creative, lively and involving learning strategy. It will require careful selection, through preparation and repeated practice in order to add it to your repertoire of effective teaching practices.

DEBATE PARTICIPATION REGULATIONS

1. Each team shall consist of four debaters, two representing the affirmative and two the negative. They shall not be changed during the debate.
2. Debaters shall be separated from the audience and receive no coaching from the audience.
3. Time and order of speeches. (No part of any one speakers time shall be given to another.)

MAIN	REBUTTAL
Affirmative 3 minutes	Negative 3 minutes
Negative 3 minutes	Affirmative 3 minutes
Affirmative 3 minutes	Negative 3 minutes
Negative 3 minutes	Affirmative 3 minutes

Speakers will receive warning signal when time is about up.

A time-keeper will strictly enforce time rules.

There shall be no cheering while any debater is speaking. Time so consumed by a speaker's friend shall be deducted from time allowed the speaker.

JUDGES' INSTRUCTIONS

Judges shall sit apart during debate and shall judge the contest as a debate voting "Affirmative" or "Negative" without consultation, on the merits of the debate, irrespective of the merits of the question.

Consideration should be given by judges to:

1. Thought and delivery in both main and rebuttal speeches.
2. Rebuttal speeches should be directed against the argument of the opposing speakers.
3. If in the opinion of the judges, the rebuttal speeches seem to be memorized and given without specific reference to the argument of the opponents, the judges shall discount the argument accordingly.
4. Judges shall rank each of the speakers in order of merit, giving a rank of "one" to the speaker considered best, and giving no two speakers the same rank.

DISQUALIFICATIONS

1. "Scouting" another team
2. Plagiarizing
3. Exceeding time allotted to speak

Brief notes on 3 x 5 inch card are permissable.

Charts, displays, maps, graphs or any other materials which could be used for demonstration purposes are not permissable.

Informative speeches shall be the original work of the speaker.

An informative speech is one which provides a learning experience for the listener or giving new information in an interesting manner.

CONTEST DEBATING

1. The question for debate is stated in the form of a resolution.
2. Speakers are divided into two teams: an affirmative team which upholds the resolution, and a negative team which opposes it.
3. The number of debaters on each side is the same, one time allotted each is the same.
4. Each speaker gives an opening or "constructive" speech, and usually a closing speech known as a rebuttal.
5. The two sides alternate in presenting their arguments, with the affirmative opening and closing the debate.
6. A chairman presides over the meeting, and the ordinary rules of parliamentary procedure apply.
7. A winner may be chosen in any of a number of ways, usually by the vote of one or more "judges."

REQUIREMENTS OF GOOD DEBATING

1. Each debater must show an intelligent understanding of the question, and knowledge of all the important facts concerning it.
2. There must be evidence of careful planning. Arguments presented must be integrated into a unified, constructive case, presenting points or issues which offer the strongest reasons for accepting the desired point of view concerning the question debated.
3. Both constructive and rebuttal speeches must be organized so each point stands out clearly and the case as a whole is easy to follow.
4. Every issue given must be supported with "proof" sufficient to establish the point as true in the mind of an unprejudiced listener. This is equally true for rebuttals.
5. Every important constructive point made by opposing speakers and every attack of consequence upon the main points in the debaters own case must be considered in rebuttal. Debaters must summarize opposing contentions in a clear, fair manner and submit answers to contentions, properly supported with convincing evidence.
6. Ideas presented must be expressed in effective language. Good English is necessary in any type of speech, but it must also convey the speaker's thought most effectively.
7. The debater should talk directly to his listeners in an informal, conversational style, but with eagerness and vigor of expression which compels attention.
8. The ultimate purpose of the debater is to win the listener!

TYPES OF "PROOF"

1. Examples or instances
2. Statistics
3. Statements by authorities
4. Illustrations

STUDYING THE SUBJECT

1. Read for background information about subject.
2. Prepare a comprehensive bibliography.
3. Collect as much material as you can find.
4. Read and study materials you've discovered.
5. Take notes.
6. Prepare evidence ("proof") cards.
7. Outline when planning your "case."

END

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